CA4 ON HBL W26 A35
1985, January--June

URBAN/MUNICIPAL

AGENDAS / EDUCATION
MANAGEMENT COMMITTEE

Board of Education

September 5, 1984

URBAN/MUNICIPAL

CA4 ON HB2 W26
A32
1984

AGENDA

EDUCATION MANAGEMENT COMMITTEE

1985 01 08

Confirmation of the minutes of the last regular and special meetings of 1984 12 13 and 1984 12 18.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Officials re: "Corporate Challenge" (referred from December E.M.C. - 1984 12 04).

NEW BUSINESS:

1. Recommendations of the Director of Education.

2. Formation of Ad Hoc Committee - Microcomputer Advisory Committee.

3. Report from the Officials re: Science Fair.

4. Report from the Officials re: L.O.N.A.R. Program - Adult Basic Education - Program Update.

PART II

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Officials re: Royal Botanical Gardens (referred from October E.M.C. - 1984 10 02).

2. Report from the Officials re: Core French (referred from December E.M.C. - 1984 12 04).

3. Report from the Officials re: Highview Elementary School (referred from December E.M.C. - 1984 12 04).

NEW BUSINESS:

1. Recommendations of the Director of Education.

2. Summer Skill School.

3. Report from the Officials re: I.B.M. Writing to Read Programme.

PART I

NEW BUSINESS:

1. Recommendations of the Director of Education.

2. Letter from the Ministry of Education re: Board consideration re: staffing for the 1985 Ontario Student Leadership Courses.

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1985 01 08

To the Chairman and Members,
Education Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

(a) That a member of Senior Management attend the Chief Executive Officers' Conference sponsored by OAEAO, to be held at Toronto, Thursday, 1985 01 31 and Friday, 1985 02 01, and that registration and expenses be paid according to policy.

(b) That a member of Senior Management attend the 1985 American Association of School Administrators Convention, to be held at Dallas, Texas, Friday, 1985 03 08 to Monday, 1985 03 11, and that registration and expenses be paid according to policy.

Superintendent of Curriculum and Special Services

(a) That the Supervisor of Business Education attend the "Ontario Association of Business Education Co-ordinators' Conference" to be held at Toronto, Thursday, 1985 01 31 and Friday, 1985 02 01, and that the registration fee of $75 be paid.

(b) That two Consultants and the Supervisor of Physical and Health Education attend the "O.A.S.P.H.E. Conference" to be held at Guelph, Wednesday, 1985 02 06 and Thursday, 1985 02 07, and that $85 each be paid towards registration and expenses.

Associate Superintendent of Curriculum and Special Services

(a) That the Special Education Consultant for the Gifted attend the workshop on Qualitative Research and Evaluation of Gifted Programming to be held at Toronto, Friday, 1985 02 22, and that $130 be paid towards the cost of registration and expenses.

Respectfully submitted,

A. J. Krever,
Director of Education.

-as

1985 01 08

Chairman and Members
Education Management Committee
The Board of Education for the
City of Hamilton

Ladies and Gentlemen:

RE: SPONSORSHIP - THE HAMILTON & DISTRICT SCIENCE AND ENGINEERING FAIR

Background:

As will be seen from Mr. Keith McIntyre, Mohawk College President's letter (see attached), Mohawk College, McMaster University and the Hamilton Spectator have, for years, sponsored the Hamilton & District Science and Engineering Fair. Contributions from industry and associations have declined in recent years and the 3 sponsors find they cannot by themselves continue to operate the fair.

Involvement of Our Staff and Students:

The Science Fair has about 150 - 200 entries each year of which well over half come from the senior elementary grades. Our schools on the average provide about 12 - 15 senior elementary students and 5 - 10 secondary students. Usually the senior elementary students have been through their own school fair and won top honours at that level. Lately our participation has been on the upswing. We have done in-service workshop with teachers, provided certificates, ribbons, educational aids, etc.

Over half of our 25 senior elementary teachers have a science project fair; however, not all are of a competitive nature. Many are associated with Education Week activities at the end of April.

Should the Board approve sponsorship, the Supervisor of Curriculum and Instruction (Science) is prepared to take a more active role in the event and encourage science teachers and students to increase their participation. "As educational leaders we have a responsibility to stimulate student excellence in the pursuit of science."

Recommendation:

It is, therefore, respectfully recommended:

That the Board of Education for the City of Hamilton become a Trustee of the Hamilton & District Science Fair by making an annual contribution to it of $3,000.

Prepared by: R. Binns, Supervisor of Curriculum and Instruction (Science)
C. G. W. McKague, Superintendent of Curriculum and Special Services

Submitted by: C. G. W. McKague, Superintendent of Curriculum and Special Services

Approved by: A. J. Krever, Director of Education

MOHAWK COLLEGE
OF APPLIED ARTS AND TECHNOLOGY

OFFICE OF THE PRESIDENT

November 26, 1984

Mr. A. J. Krever,
Director of Education,
Hamilton Board of Education,
P. O. Box 558,
Hamilton, Ontario.
L8N 3L1

Dear Mr. Krever:

McMaster University, Mohawk College and the Hamilton Spectator have been jointly sponsoring the Hamilton District Science & Engineering Fair for the benefit of Hamilton and District school students - senior elementary students and secondary students - for many years. The 1985 Fair will be the 25th anniversary. Ordinarily a 25th anniversary should merit special celebration but there may not be a 25th Science Fair to celebrate! This is the reason for our writing to you.

The Problems

- Expenses keep rising every year. The Fair's operating budget is now $18,000. About one half of the budget provides prizes, awards and sponsored trips to Canada wide and International Fairs. Contributions from industry and associations have been declining in recent years despite increased canvassing.

- The Trustees of the Science Fair, McMaster University, Mohawk College and the Hamilton Spectator have been contributing $3,000 each to the annual budget. The current Trustees are not willing to subsidize the Fair to a greater extent.

- Secondary school exhibits (entries) have been declining. The quality of the entries is also declining.

- More people are required to operate the annual Fair - committee members, registrations, judges, publicity, etc.

At a recent meeting of the Trustees with the representatives from the district school boards to brainstorm solutions to these problems, the Trustees decided to offer the opportunity to district school boards to become Trustees of the Science Fair in full partnership with McMaster University, Mohawk College and the Hamilton Spectator. The Trustees concluded that, if sufficient interest and support (financial and personnel) were immediately forthcoming, planning could proceed to stage the 25th Science Fair in April 1985 and future fairs.

...2

Fennell Avenue and West 5th, P. O. Box 2034, Hamilton, Ontario L8N 3T2 (416) 575-2253
Hamilton Telex 061-8348 After hours or if no answer call 575-1212

As educational leaders, we have a responsibility to stimulate student excellence in the pursuit of science. As community leaders reflecting the industrial base of our economy, we need to foster an interest in science.

The Science Fair can provide an outlet for the gifted student. It can also stimulate a broad interest in science by becoming an integral part of the science curriculum.

Would you kindly advise us, as soon as possible, if your Board would be willing to become a Trustee of the Hamilton District Science & Engineering Fair. Becoming a Trustee would require an on-going contribution of $3,000 per year. The Board would have the privilege of naming two representatives (preferably senior administrative personnel) to become Trustees. The Board of Trustees meets approximately twice per year to establish policies and directions for the Fair. Additional staff members from a Trustee's organization are recruited to serve on the operating committees, which stage the annual Science Fair.

We look forward to your early response on this important matter.

Yours sincerely,

Keith McIntyre,
on behalf of the Trustees
of the Hamilton District
Science & Engineering Fair

Dr. Alvin Lee, McMaster University
Mr. Chris Jewell, McMaster University
Mr. Dennis Concordia, The Hamilton Spectator
Mr. Maurice Pearson, The Hamilton Spectator
Mr. Keith McIntyre, Mohawk College
Mr. George Pal, Mohawk College

KLM/lc

Education Centre
100 Main Street West
Hamilton, Ontario
1984 12 14

To the Chairman and Members
Education Management Committee
Board of Education
Hamilton, Ontario

Ladies and Gentlemen:

Re: LONAR PROGRAM - ADULT BASIC EDUCATION

PROGRAM UPDATE

PREAMBLE

The LONAR Program (Linking of Needs and Resources) is a Work Activity Project operated at the former McIlwraith School, where facilities are rented to the Department of Social Services. LONAR is made up of several components, one of which is basic education. In January, 1981, the academic component of the program was given financial support by the Hamilton Board of Education.

Support of the program consists of payment of teacher wages, supplies of texts and learning materials, joint supervision of the academic component, evaluation of the program on a regular basis, and close liaison with the local department of Social Services.

PROGRAM OPERATIONS

The daily operation of the program is under the direct supervision of Mr. Grant Corbett, Manager Employment Services. Regular communication is maintained between Mr. Corbett and the Continuing Education Department.

A certified teacher, selected by the Hamilton Board, is on staff and teaches both a morning and an afternoon class. Enrolment in each class averages 17 students with volunteers helping the teacher. There is no course fee for adult basic education classes nor is there a rigid course of study due to the particular nature of the program.

Wages expense and materials costs are recovered through ministry grants and enrolment is maintained at 17 - 18 students to insure recovery of all of these costs.

It is gratifying to note in the report received from Mr. Corbett that the drop-out rate in the program has decreased to 28%; that the percentage of persons

placed in employment or training has increased 193%; and that classroom enrolment is expected to be 18 - 20 students per class for the 1984-85 term. A copy of this report is attached for your information.

Prepared by: C. H. Howell, Supervisor
Continuing Education Department

Submitted by:
P. S. Beveridge
Curriculum and Special Services

Approved by:
A. J. Krever
Director of Education

THE REGIONAL MUNICIPALITY OF HAMILTON-WENTWORTH

Department of Social Services
119 King Street West, 13th floor
Hamilton, Ontario

526-4333

Mailing Address:
P.O. Box 910, Hamilton, Ontario
L8N 3V9

Employment Services Unit-
Work Activity Project (LONAR)
525-8240

09 November 1984

Cliff Howell
Supervisor of Continuing Education
Board of Education For
The City of Hamilton
100 Main Street West
P. O. Box 558
Hamilton, Ontario
L8N 3L1

Dear Cliff:

Your and the Board's continuing support of adult basic education is appreciated. Specifically, the assistance provided by the Board in the form of teacher's salaries and the cost of supplies for an academic classroom is a significant component in pre-employment training provided by this department. As you are aware, the Work Activity Project (LONAR) was restructured in late 1983. After one year of operation of the revised format, certain objectives and outcomes have been achieved and are outlined here for you.

This letter will describe principles, educational activities and volunteer support that have been developed for the academic component, in the most part in 1984, and Project results. First, in review, the primary purpose of work activity projects under Health and Welfare guidelines:

> "is to prepare for entry or return to employment, or for entry into other programmes which will more directly enhance employability; people who have unusual difficulty in obtaining employment or in benefiting from other training programmes."

"Unusual difficulties" include functional illiteracy.

Principles

The principles developed for the academic component are based both on experience of teachers and literature in the adult learning area. Briefly the principles are:

1. goal setting based on academic level testing and the client's statement of need at programme entry.

   Testing assists in determining an appropriate start level to ensure that frustration over work difficulty is limited and to provide a basis for setting targets for academic achievement. Goal setting also clarifies the relationship of academics to personal, family and employment needs to enhance motivation;

2. self-directed learning.

   A person's motivation can be enhanced by their being involved in goal setting and in planning the specifics of their own work. Students can then progress at their own rate, from their own level.

3. responsibility for learning environment.

   Communicated to students in meetings, and through individual contact, is that the programme is for adults and that they, therefore, are responsible for their personal behaviour towards others, their work and the physical environment. Appropriate behaviours and achievement are positively reinforced by teacher and staff.

4. group learning.

   Used as appropriate and for time efficiency. Group teaching never occupies more than one-third of the time primarily because of the divergent levels of students.

5. educating the whole person.

   The primary learning is in math and English upgrading. However, teaching these skills through life-skills exercises; for example, reading by preparing for a driver's exam, may increase motivation and individual skills. Academics are applied in the work activity component of the Project.

6. correspondence courses.

Research on the rehabilitation of youth has shown that receiving credit for academic learning achieves favourable results. Where appropriate, significant achievement can occur using correspondence courses with the teacher as a tutor.

Educational Activities

There are other ways used to educate other than one on one teaching through the printed word. We have endeavored to make available a variety of activities for the students.

Film presentations and the use of maps open up the world to the students in a group setting.

A tour of the Library and assisting students to acquire library cards are arranged as appropriate. The students are constantly encouraged to use the facilities of the Library.

Interaction between students, peer tutoring, occurs in the classroom where students help each other in learning and problem-solving. This bolsters self confidence which is necessary in furthering one's education.

The daily newspapers are used as a necessary teaching tool. There are often class discussions and projects developed as a result of having the papers here.

Volunteer Support

Volunteers working with students allow for individual attention in a class of 18-20 with one full-time teacher. A volunteer acquisition strategy has developed over the year. The strategy involves the Volunteer Bureau, summer students, and students on work experience from secondary schools during the regular school year.

The Volunteer Bureau has the necessary information on the Project and refers interested individuals during the year. To acquire summer students, a letter is sent to Canada Employment Centres for Students which they post. The public and separate schools were contacted to acquire grade twelve

and thirteen students, interested in teaching or social work/ counselling, for a work experience during the school year.

The teacher prepares a Volunteer Report each month. The report provides the names of volunteers and the hours that they have committed during the month. New volunteers and those leaving, with a reason, are noted. The number of hours provided by volunteers in a month in 1984 has ranged from 75-176 hours. The highest number of active volunteers was nine in May and June; the average number per month in the last six months has been six.

Project Results

The project results, to which the basic adult education component contributed, were in four main areas:

-The dropout rate has decreased to 28%. This is a 3% decrease in first-month dropouts.

-The percentage of persons placed in employment or training has increased 193% over the same period last year--41 and 14 persons respectively.

-The average length of stay on the programme during the period June 1983 to May 1984 has been five months.

-The cost per placed client for the period is $3,953.68; this is $9,629 lower per placement--a 71 percent decrease in cost per placement over the same period last year.

Classroom enrollment is anticipated to remain in 1984-85 between 18-20 based on two classes per day. If you have any further questions or comment, please telephone.

Sincerely,

Grant Corbett, Manager
Employment Services

cc: Jim Hobbs
Wm. McMillin Carson
M. J. Schuster

GC/bf

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1985 01 08

Chairman and Members
Education Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

RE: ROYAL BOTANICAL GARDENS

On April 4, 1984, a report was submitted to the Education Management Committee recommending that the Board of Education participate in the program sponsored by the Royal Botanical Gardens (Nature Interpretive Centre). The Trustees at that time, indicated that although they were supportive of the program they were not prepared to provide staffing for such a program, but would be willing to consider assuming a fair proportion of the cost, based upon the usage by Hamilton students.

Meetings have been held with Directors in the surrounding community and subject to budget approval, the Directors indicated a willingness to submit to their Board a request for support on a proportional basis for the staffing component of the Nature Interpretive Centre Program (see Appendix A - School Program).

The cost for the staff is attached in Appendix B and approximates $26,000. It would be appear from data obtained from the Botanical Gardens (see Appendix C) that usage by Hamilton students approximates 20%. It is, therefore, fair to assume that our responsibilities should be in the range of 20% of total costs, namely $5,000 - 6,000.

It is recommended, therefore,

Subject to support from other neighbouring School Boards the Hamilton Board of Education assume its share, based on usage, of the cost of staffing the student visitation program of the Nature Nature Interpretive Centre, Royal Botanical Gardens for the 1985-86 academic year.

Prepared and Submitted by:

A. J. Krever,
Director of Education

RBG

APPENDIX "A"

ROYAL BOTANICAL GARDENS

NATURE INTERPRETIVE CENTRE

Old Guelph Road, Dundas Ontario
527 7962

School Programmes

TOPICS OFFERED 84-85

The listing below will provide some idea as to the scope of the programmes offered. It is by no means limiting; every effort is made to meet the particular needs and objectives of each group. Teachers are asked to phone for a booking, and at that time to consult with staff regarding specific areas of concentration or combinations of topics desired. Bookings are for 1/2 day sessions unless stated otherwise. Maximum 35 students. Programmes free of charge though a donation would be welcomed, to go towards purchase of equipment for the Centre.

	Level			Season		
	P	J	I	F	W	S
1) A WALK IN THE WOODS: SEASONAL HIKE Students will participate in a 1-1½ hour interpretive hike, examining physical conditions of the season, and the adaptations of local plants and animals to them.	*	*	*	*	*	*
2) FREED SEEDS A survey of the many different types of seeds, their identification, and methods of dispersal. (Sept., Oct.)	*	*		*		
3) MEET A TREE! Students use a variety of techniques to aid in basic tree identification. Forest ecology and management may also be discussed.		*	*	*	*	*
4) WE'RE FOR THE BIRDS Discussion of our common local birds and their special adaptations to their particular way of life. This is followed by a bird hike, and in winter may include the construction of a small suet feeder.	*	*		*	*	*
5) SNOW AND ICE STUDIES Use of snow and ice to illustrate many different concepts, including: types and shapes of snow, metamorphosis, snow density, temperature profiles, and snow ecology.		*	*		*	
6) TRACKS AND TRAILS: ANIMAL SIGNS Students will discover which local animals are active in winter, by learning to identify and follow their tracks, as well as searching for their homes and food sources.	*	*			*	
7) CONIFERS AND CHRISTMAS CRAFTS Examination and identification of native conifers, followed by use of them in the creation of a Christmas decoration.	*	*			DEC	
8) INSECTS: WEIRD, WILD AND WONDERFUL Students will visit a variety of natural environments, both terrestrial and aquatic, to search for insects, and discover the many adaptations they exhibit.		*	*	*		*
9) THE MAGNIFIcent WORLD OF SMALL: ADVENTURES WITH A HAND LENS This programme will focus on development of observation skills, using a variety of exercises to enhance observation, as well as a close up view of some of nature's micro-communities. NOTE: Students should come equipped with magnifying glasses from their own school.		*	*	*		*
10) GEOLOGY An examination of the formation and structure of the Niagara Escarpment. Students will learn identification of rock types, look at the rock cycle, and the fossils found in the area. NOTE: Held at Rock Chapel Sanctuary.			*	*		*
11) WEATHER The effects of weather on man and the environment will be discussed. This includes a tour of RBG's weather station at RBG Centre, investigation into the components of weather, examination of the week's trends, and formulation of a class forecast. NOTE: held at RBG Centre, Plains Road, Burlington.		*	*	*	*	*
12) THE PLANT KINGDOM A survey of the groups of plants found in our area: from slime molds to ferns and fungi, to herbs and trees. We'll also look at the role each plays in the overall function of a botanic garden.			*	*		*
13) ECOLOGY: THE WEB OF LIFE An active exploration of the basic concepts of ecology, using the comparison of the different communities found in the Cootes Paradise Sanctuary. A simulation game may be used to illustrate many ecological concepts. NOTE: full day programme.			*	*	*	*
14) ADAPTATION/CLASSIFICATION IN THE NATURAL WORLD A variety of environments and both plants and animals will be used to examine the many ways in which we order and classify the world around us and/or the many means of adapting to the environment.			*	*	*	*
15) MMMMMMMMMMMMMAPLE!! This walk through the sugar bush includes a look at the identification of the Sugar Maple, and demonstrations of sap collection and syrup making, following the native, pioneer, and modern methods. Maple products will be on sale by the RBG Auxiliary. NOTE: Held at Rock Chapel Sanctuary, March 1 - 31. Booking for these sessions will be accepted as of January 7, 1985: book early to avoid disappointment. Classes are responsible for being at the Shanty (a 10-minute walk from the parking area) at the time the booking is made for.	*	*	*			MAR

APPENDIX B

Royal Botanical Gardens

PO Box 399 Hamilton Ontario Canada L8N 3H8 Tel (416) 527-1158

July 3, 1984.

JUL 5 1984

Mr. A. J. Krever,
Director of Education,
The Board of Education,
City of Hamilton,
P.O. Box 558,
Hamilton, Ontario L8N 3L1.

Dear Arnold:

Many thanks for your helpful letter of 22nd June which awaited my return to the office after a few days away.

The following is the breakdown of costs relating to a second staff member at the Nature Interpretive Centre, the funding of whom is our particular concern.

	Range		
Salary	$19,000 -	$21,000	per year
Benefits at 17.75%	3,375 -	3,725	"
Mileage	600 -	600	"
Memberships	50 -	50	"
Conference	300	300	"
Equipment	275 -	275	"
	$23,600	$25,950	"

In addition, the Centre's operating costs are as follows and any contributions that the School Boards could make towards this would, of course, be most welcome.

Operating Supplies and contractual services	$13,000
Insurance	850
Telephone	750
Wages	1,000
Light & Power	4,400
	$20,000

I trust this information will be of use.

Sincerely,

Allen

A. P. Paterson,
DIRECTOR.

APP:sdp

APPENDIX C

SCHOOL GROUPS | SCHOOL YEAR 1983-84 | TEACHER(S): Maryann Lepnot | Projections:

School Groups	September	October	November	December	January	February	March	April	May	June	Yearly Totals
Halton Public	236 Adj.	532 Adj.	65 Adj.	269 Adj.	386 Adj.	469 Adj.	540 Adj.	199 Adj.	548 Adj.	90 Adj.	3334
K-8 population: 26,060	Pr. Jr. Int. Ins: 213 33 58	Pr. Jr. Int. Ins: 251 281 - 26	Pr. Jr. Int. Ins: - 65 - 19	Pr. Jr. Int. Ins: 174 95 - 59	Pr. Jr. Int. Ins: 287 91 8 69	Pr. Jr. Int. Ins: 264 205 - 107	Pr. Jr. Int. Ins:	Pr. Jr. Int. Ins:	Pr. Jr. Int. Ins:	Pr. Jr. Int. Ins:	
Halton R.C.S.S.	32 Adj.	116 Adj.	240 Adj.	30 Adj.	117 Adj.	27 Adj.	238 Adj.	171 Adj.	303 Adj.	275 Adj.	1549
K-8 population: 9,179	Pr. Jr. Int. Ins: 32 - - 6	Pr. Jr. Int. Ins: 58 28 - 30	Pr. Jr. Int. Ins: 28 30 182 17	Pr. Jr. Int. Ins: 30 - - 6	Pr. Jr. Int. Ins: 57 60 - 23	Pr. Jr. Int. Ins: 27 - - 6	Pr. Jr. Int. Ins:	Pr. Jr. Int. Ins:	Pr. Jr. Int. Ins:	Pr. Jr. Int. Ins:	
Hamilton Public	- Adj.	168 Adj.	516 Adj.	250 Adj.	133 Adj.	130 Adj.	374 Adj.	285 Adj.	30 Adj.	96 Adj.	1982
K-8 population: 25,189	Pr. Jr. Int. Ins:	Pr. Jr. Int. Ins: - 56 112 19	Pr. Jr. Int. Ins: 243 51 222 92	Pr. Jr. Int. Ins: 132 118 - 54	Pr. Jr. Int. Ins: 133 - - 35	Pr. Jr. Int. Ins: 75 55 - 30	Pr. Jr. Int. Ins:	Pr. Jr. Int. Ins:	Pr. Jr. Int. Ins:	Pr. Jr. Int. Ins:	
Hamilton-West. R.C.S.S.	32 Adj.	107 Adj.	194 Adj.	- Adj.	174 Adj.	26 Adj.	1065 Adj.	127 Adj.	146 Adj.	70 Adj.	1941
K-8 population: 17,538	Pr. Jr. Int. Ins: - - 32 3	Pr. Jr. Int. Ins: 03 - 4 33	Pr. Jr. Int. Ins: 165 - 29 62	Pr. Jr. Int. Ins: - - - -	Pr. Jr. Int. Ins: 155 19 - 54	Pr. Jr. Int. Ins: 22 4 9	Pr. Jr. Int. Ins:	Pr. Jr. Int. Ins:	Pr. Jr. Int. Ins:	Pr. Jr. Int. Ins:	
Wentworth Public	11 Adj.	61 Adj.	54 Adj.	10 Adj.	- Adj.	11 Adj.	69 Adj.	- Adj.	61 Adj.	38 Adj.	315
K-8 population: 10,341	Pr. Jr. Int. Ins: 11 - - 3	Pr. Jr. Int. Ins: 61 - - 16	Pr. Jr. Int. Ins: 54 - - 17	Pr. Jr. Int. Ins: 10 - - 3	Pr. Jr. Int. Ins: - - - -	Pr. Jr. Int. Ins: 11 4	Pr. Jr. Int. Ins:	Pr. Jr. Int. Ins:	Pr. Jr. Int. Ins:	Pr. Jr. Int. Ins:	
Other boards and private schools	- Adj.	117 Adj.	- Adj.	- Adj.	93 Adj.	8 Adj.	500 Adj.	97 Adj.	- Adj.	- Adj.	815
	Pr. Jr. Int. Ins: - - - -	Pr. Jr. Int. Ins: 50 - 67 15	Pr. Jr. Int. Ins: - - - -	Pr. Jr. Int. Ins: - - - -	Pr. Jr. Int. Ins: 23 - 170 8	Pr. Jr. Int. Ins: 8 2	Pr. Jr. Int. Ins:	Pr. Jr. Int. Ins:	Pr. Jr. Int. Ins:	Pr. Jr. Int. Ins:	
Monthly Totals:	311 Adj.	1101 Adj.	1069 Adj.	559 Adj.	903 Adj.	671 Adj.	2786 Adj.	879 Adj.	1088 Adj.	569 Adj.	9936
	Pr. Jr. Int. Ins: 256 23 32 70	Pr. Jr. Int. Ins: 553 365 183 239	Pr. Jr. Int. Ins: 490 46 433 207	Pr. Jr. Int. Ins: 346 213 - 22	Pr. Jr. Int. Ins: 655 170 78 189	Pr. Jr. Int. Ins: 388 275 8 158	Pr. Jr. Int. Ins: 2010 701 75	Pr. Jr. Int. Ins: 409 238 232	Pr. Jr. Int. Ins: 357 516 221	Pr. Jr. Int. Ins: 243 326 -	
Cumulative	311 70	311 70 +1101 239 1412 309	1412 309 +1069 207 2481 516	2481 516 +559 22 3040 538	3040 538 +903 827 3943	3943 827 +671 985 4614	4614 +2786 7400	7400 +879 8279	8279 +1088 9367	9367 +569 9936	

1985 01 08

To The Chairman and Members,
The Education Management Committee,
The Board of Education for
the City of Hamilton.

Ladies and Gentlemen:

RE: ELEMENTARY CORE FRENCH PROGRAMME

Preliminary Reports Reports intended to provide information and background for discussion were presented to the Board in June and December of 1984. Requests for further information were received and addressed following both reports.

Current Situation Further issues raised in December are addressed in this report (See Appendix A).
Following the December Board meeting, administration has re-examined its support for Option 3 (See Appendix B) and now feels that Option 4 should be seriously considered by the Board in light of its own priorities and the province-wide move to an enhanced core French experience for Ontario students.

Recommendation:

That expansion of the core French programme occur as follows:
(a) Grade 4 - 30 minutes daily and
Grade 7 - from 20 to 40 minutes daily effective September, 1985.
(b) Grade 5 - 40 minutes daily and
Grade 8 - from 20 to 40 minutes daily, effective September, 1986.
(c) Grade 6 - 40 minutes daily, effective September, 1987.

Prepared by: J. Hill, Supervisor of Curriculum & Instruction (Languages)

C. McKague, Superintendent, Curriculum & Special Services

Submitted by: C. McKague, Superintendent, Curriculum & Special Services

Approved by: A. Krever, Director of Education

/sb

APPENDIX A

ISSUES RAISED BY TRUSTEES IN RESPONSE TO THE DECEMBER, 1984 REPORT

1. **When will the Ministry mandate 40 minutes of daily instruction (i.e. 120 hours per year) in the senior elementary grades?**

In a sense the Ministry has already set this requirement. All boards in the province have been advised in O.S.I.S. that they are "to work towards the objective of 120 hours per year in French as a second language in each of Grades 7 and 8." The latest statistics show that:

- 91 out of 135 boards already have 120 hours in both Grade 7 and Grade 8;
- 25 more boards have planned for and are in the process of implementing 120 hours in each of these grades.

This represents a total of 116 out of 135 boards, or 86% of the boards, in the province.

2. **If Core French starts in Grade 4, what will the impact be on other subjects already in the curriculum (e.g. English Language Arts, Mathematics, Computer Education, Physical Education, Social Studies, Science, etc.)?**

Several factors must be recognized at the outset:

- Core French in the junior and primary divisions is not new or rare. Several boards have well-established programs and report no negative impact upon other subjects or overall learning. Currently 119 out of 135 boards in the province (88%) start French in Grade 4 or earlier.
- Because of the integrated nature of the program in the junior division, the Ministry has not specified minimum times for the study of discrete subjects. Schools and school boards have a large degree of flexibility in co-ordinating their programs.

Careful time planning of overall program in the junior division is already under way in Hamilton. The following excerpt from a November, 1983 memorandum to the system underlines our intention to plan for a junior division programme that is sound yet manageable for teachers and students in the junior division:

		Responsibility
"Core	2. Core in the Junior Division will identify for each subject by grade: (a) skills to be acquired; (b) content/concepts to be learned and (c) skills and concept sequence. It should be noted that the development of one's attitudes and value system is a responsibility of the home and the school. Educators must attend to this aspect of the curriculum; it cannot, however, be sequenced as specifically as can content, concepts and skills.	. Superintendent of Curriculum & Special Services . Supervisors . Consultants
Expectations	3. Curriculum materials will be identified as to what is core and what is optional. It is understood that units may be taught separately, or integrated with units of other subject areas (depending on the readiness of the teacher and students for the integrated approach."	. Supervisors . Superintendent of Curriculum & Special Services

- The proposed Core French program is designed to reinforce the skills and knowledge which students have experienced and are still developing in Language Arts, Social and Environmental Studies (History, Geography, Science), Mathematics, Physical Education and Health, Visual Arts, Music. This integrated approach has the potential to strengthen rather than weaken the total curriculum.
- Limited experiments with 30 and 40 minutes of daily French instruction are being conducted this year in a small number of middle schools. No difficulties in providing sufficient instructional time for the other subjects in the curriculum have been reported. Teachers who are released because of French assume other duties for a portion of this time.

3. **What are the possibilities of sharing increased instructional time for Core French so that students already in the senior elementary grades receive the benefit at the same time that the program starts in Grades 4?**

   Option 4 is designed to accomplish this on a phase-in basis.

   It must be noted, however, that the new program planned for Grade 4 would not just develop aural-oral skills. It would be activity-based and develop reading and writing skills as well as the skills of listening and speaking. Because of this, and because students in Grade 4 cannot be paced the same way as students in Grades 7 and 8, a minimal 20 minutes per day would not be an appropriate or sufficient period of time to accomplish the communicative aims of the program. At least 30 minutes per day are required in Grade 4 if students are to get practice in using what they learn.

4. **What are the staffing implications? Will there be a sufficient supply of qualified French teachers to handle expanding programs?**

   - Two Core French teachers are currently taking a personal leave of absence.
   - There are some grade teachers with the Hamilton Board who have F.S.L. qualifications. As a result, it is possible that the concept of a resident teacher in the junior schools could be expanded.
   - The Hamilton Board does not possess the teaching resources to staff an expanded Core French program completely. Some new teachers will have to be hired; however, the Ministry does not foresee any shortage of qualified applicants across the province.

5. **Why do the additional grants which would be expected because of increased instructional time vary from year to year and from grade to grade?**

   (See Appendix C(i) and (ii)

OPTIONS

The needs of our own students, circumstances affecting Core French in the province and Ministry directions and priorities make it appropriate for the trustees of the Board of Education for the City of Hamilton to consider at least four options at this time:

OPTION 1

Maintain the status quo; that is, 20 minutes of daily Core French instruction in grades 6, 7 and 8.

OPTION 2

Increase the amount of instructional time to 40 minutes daily in grades 7 and 8, commencing in September 1985 with grade 7

OPTION 3

Effective September 1985 start the Core French program in grade 4 with 30 minutes of daily instruction; in September 1986 continue the sequence in grade 5 with 40 minutes of daily instruction; in September 1987 provide 40 minutes daily in grade 6 and each ensuing year to and including grade 8.

OPTION 4

Combine Options 2 and 3 above.

OPTION 2

Increase the amount of instructional time for Core French to 40 minutes daily in grades 7 and 8, commencing September 1985 with grade 7.

Year	1985/86		1986/87	1987 → 1991/92
Grade	6	7	8	9 → 13
Minutes per Day	20	40	40	120 hours/year x 5 years = 600 hours
Accumulated Hours	0 → 60	60 → 180	180 → 300	300 + 600 = 900
Maximum Additional Staff	0	6.4	6.0	
Summary of Additional Staff Required		6.4	6.4 + 6.0 = 12.4	
PROGRAM COSTS: Staff/Year		$241,900	$225,600	
PROGRAM COSTS: Materials		10,000	20,000	
PROGRAM COSTS: Additional Grants		--	--	
PROGRAM COSTS: Net Additional Costs/Year		$251,900	$245,600	
PROGRAM COSTS: Total Annual Costs After Full Implementation =		$499,000		

Rationale/Remarks

This option would:

(a) create a sequence leading to 900 hours of accumulated instruction by the end of secondary school;
(b) satisfy the directions of O.S.I.S. immediately;
(c) require additional texts and materials in grades 7 and 8;
(d) not increase Ministry grants until students reach grades 10 and 11.

PLEASE NOTE:
The maximum additional staff calculations used in Options 2, 3 and 4 are, indeed, maximum.

Academic Council has reviewed staffing needs relative to this set of options and indicates in light of qualifications of staff and the allocation of 3 additional staff through the contract that this programme can be implemented with approximately half of the number of additional teachers presented in these options.

OPTION 3

Effective September 1985, start the Core French Program in grade 4 with 30 minutes of daily instruction; in September 1986 continue the sequence in grade 5 with 40 minutes of daily instruction; in September 1987 provide 40 minutes daily in grade 6 and each ensuing year to and including grade 8.

Year	1985/86	1986/87	1987/88	1988/89	1989/90	1990 → 1994/85
Grade	4	5	6	7	8	9 → 13
Minutes per Day	30	40	40	40	40	120 hours per year x 5 years = 600 hours
Accum-ulated Hours	0 → 90	90 → 210	210 → 330	330 → 450	450 → 570	570 + 600 = 1 170
Maximum Additional Staff	8.3	10.7	6.1	5.9	5.7	
Summary of Additional /Staff Required	8.3	8.3 + 10.7 = 19.0	19.0 + 6.1 = 25.1	25.1 + 5.9 = 31.0	31.0 + 5.7 = 36.7	
PROGRAM COSTS: Staff per Year	$313,700	$404,500	$230,600	$223,000	$215,500	
PROGRAM COSTS: Mat-erials	22,300	21,400	27,200	25,600	24,900	
PROGRAM COSTS: Addt'l Grants	156,000	150,100	78,700	122,000	190,200	
PROGRAM COSTS: Net Addt'l Costs Per Year	$180,000	$275,800	$179,100	$126,600	$50,200	
Total Annual Costs After Full Implementation = $693,300						

Rationale/Remarks

This option would:

(a) start a sequence leading to 1 170 hours of accumulated instruction by the end of secondary school;
(b) begin to align the experience of Hamilton students with the Core French experience of the majority of students in the province;

(Rationale continued on Page 8)

Rationale continued

(c) allow a manageable development of program and materials. There would be start-up costs for new materials in grade 4 and in subsequent grades each year thereafter, but the present materials would continue to be used in grades 6, 7 and 8 until phased out by the new program in 1987, 1988 and 1989 respectively;
(d) make the Hamilton Board immediately eligible for increased grants;
(e) allow the possibility of introducing a late French Immersion program, should the Board so decide;
(f) provide 40 minutes of Core French instruction daily in grades 7 and 8, as required in O.S.I.S, by 1988-1989.

OPTION 4 Combine options 2 and 3

Year		1985/86		1986/87		1987/88	1988/89	1989/90
Grade		4	7	5	8	6	7	8
Maximum Additional Staff		8.3	6.4	10.7	6.0	6.1		
Summary of Additional Staff Required		8.3 + 6.4 = 14.7		14.7+10.7+6.0 = 31.4		31.4+6.1 = 37.5		
PROGRAM COSTS	Staff Per Year	$313,700	$241,900	$404,500	$225,600	$230,600		
	Materials	22,300	10,000	21,400	20,000	27,200	25,600	24,900
	Additional Grants	156,000	--	150,100	--	78,700	122,000	190,200
	Net Addt'l Costs Per Year	180,000	251,900	275,800	245,600	179,100	(96,400)	(165,300)
Total Annual Costs After Full Implementation = $722,300								

Rationale/Remarks

This option would:

(a) initiate a sequence of 1 170 hours for students entering grade 4 and result in increased Ministry grants for these students;
(b) satisfy the directions of O.S.I.S. immediately;
(c) require two changes in program in grades 7 and 8 - an interim change in 1985 and 1986 and a further change when the students who started in grade 4 reach these grades in 1988 and 1989.

QUESTION 4 **Compulsory questions 1 and 2**

Years	1985/86		1986/87		1987/88	1988/89	1989/90
	6	7	8	9	10	11	12
Maximum ability level tests	4.3	6.4	10.7	0.0	3.1		
Summary of achievement level results	8.3 - 6.4 = 1.9		44.7410 1+6.0 = 51.4		51.4-4.1 = 17.3		
Internals for year	5213,100	4241,000		4406,500	5230,100		
Materials	25,000	31,000	25,400	20,000	27,500	25,000	34,500
Administrative costs	24,000	—	122,100	—	74,100	322,600	180,200
Net admission costs Pn Yoxo	180,000	251,600	275,800	240,600	170,100	180,400	163,200
Total minus Grade Aiter Tail Scrimmagtion =			4725,300				

Questions/Remarks

This exercise would:

(a) indicate a sequence of 1 170 hours for students entering grade 6 and result in increased Ministry grants for these students;
(b) reduce the directions of G.C.E. Examinations;
(c) require two changes in programs in grades 7 and 8 - an interim change in 1985 and 1986 and a further change when the students who started in grade 6 reach these grades in 1989 and 1990.

What Qualifications Does a Teacher Need to Teach French?

Teachers must hold an Ontario Teaching Certificate and have training in teaching FSL or hold equivalent qualifications from another province in Canada.

To gain admission to a teacher-training course in FSL, candidates must have the ability to communicate well in both written and spoken French. When hiring FSL teachers, school boards check for this ability by conducting part of the hiring interview in French.

To teach subjects other than French itself in extended and immersion French programs, teachers must be competent in both the subject area and FSL teaching methods, and they must speak French with near-native fluency.

The Ministry of Education offers two further qualifying courses in FSL methodology beyond the initial course. Teachers obtain specialist certification after successfully completing the three courses.

How Are the School Board's French Programs Funded?

French as a second language, as a basic component of the school program, is funded in the same way as are other elementary and secondary school programs, through local education taxes and provincial grants to school boards. In the late 1960s Ontario's Ministry of Education began to provide supplementary grants for French instruction to school boards in an effort to encourage them to expand their FSL programs. Soon after this, the federal Department of the Secretary of State began to provide grants to the provinces based on the number of FSL students they had and the time that these students spent studying FSL. These federal funds help Ontario with its FSL grants to school boards. Provincial and federal funding has greatly assisted the expansion of FSL programs in our schools.

The Ministry of Education bases its FSL grants on the patterns outlined in tables 1 and 2. Note that the dollar figures given in these tables are reviewed annually.

Table 1 Elementary Schools

Division[1]	Minutes of French per Day	Accumulated Hours of French as of September 1[2]	Amount per Pupil Recognized for Grant in 1984[3]
Primary and Junior	20-39	N.A.[4]	$103
	40+	0-119	$103
	40+	120-359	$154[5]
	40+	360+	$211
	150+[6]	N.A.	$211
JK/K	75+[6]	N.A.	$211
Intermediate (elementary)	20-39	N.A.	$ 70
	40+	0-239	$ 70
	40+	240-359	$154
	40+	360+	$211
	150+[6]	N.A.	$211

1. Primary-Junior = Junior Kindergarten through Grade 6
   JK K = Junior Kindergarten or Kindergarten
   Intermediate (elementary) = Grades 7, 8

2. To convert minutes of French per day into accumulated hours of French per year, multiply the minutes by three.

   The number in the accumulated hours column refers to hours accumulated before September 1 of the current school year.

3. The Ministry of Education makes an estimate for the province of the average extra cost to school boards of offering FSL programs. This is the amount per pupil recognized for grants.

   The grant rate for each school board varies according to the total assessment on which it levies taxes. It is also different for the elementary and secondary panels. The grant rate for FSL is calculated so that, on average, the province assumes 75 per cent of FSL costs. The difference between the funds provided by the provincial grant and the actual cost of the program is paid through local taxation.

4. N.A. = not applicable.

5. At least forty minutes a day of French instruction are required to obtain the higher levels of funding, no matter how many hours have been accumulated.

6. These time allocations are for French plus other subjects taught in French.

Table 2 Secondary Schools

Division[1]	Accumulated Hours of French as of September 1[2]	Amount per Credit Recognized for Grant in 1984[3]
Intermediate (secondary)	0-359	$ 28
	360-539	$ 42
	540+	$ 56
	Another subject taught in French	$ 70
Senior	0-539	$ 28
	540-719	$ 42
	720+	$ 56
	Another subject taught in French	$108

1. Intermediate (Secondary) = Grades 9, 10
   Senior = Grades 11, 12, OAC

2. To convert minutes of French per day into accumulated hours of French per year, multiply the minutes by three.

   The number in the accumulated hours column refers to hours accumulated before September 1 of the current school year.

3. The Ministry of Education makes an estimate for the province of the average extra cost to school boards of offering FSL programs. This is the amount per pupil recognized for grants.

   The grant rate for each school board varies according to the total assessment on which it levies taxes. It is also different for the elementary and secondary panels. The grant rate for FSL is calculated so that, on average, the province assumes 75 per cent of FSL costs. The difference between the funds provided by the provincial grant and the actual cost of the program is paid through local taxation.

   In addition to these amounts, school boards will receive $2625 for each new credit course established in an English-language secondary school in 1984 for the French-language portion of its extended or immersion program, to a maximum of four courses per grade in any school. Eligible courses include a course in the subject of French especially designed for these programs and other subjects taught in French.

Education Centre,
100 Main Street West,
Hamilton, Ontario,
L8P 1H6,
January, 1985.

To the Chairman and Members,
Education Management Committee.

Re: Highview Middle School

The attached scenarios show the impact on Highview as changes are made in the enrolment origins.

Each of the six cases outlined describes the effect on Highview and on various other schools in Area Four. Accompanying each case are both explanatory notes and implications that require considerations. For the first four cases, the major concern lies with the inability to provide appropriate program opportunities for either the junior or middle school. As stated in previous accommodation reports on consolidation, the intent of change is to make available to students the variety of programs that are available in other Hamilton schools. In the first four cases presented, the numbers in either the junior or middle school would place severe limitations on program which the administration cannot support.

The Director's Accommodation Committee recommend:

Highview be maintained as a middle school with the addition of grades 6, 7 and 8 from C. B. Stirling School, effective September, 1985.

Prepared by: J. Forrester
Submitted by: A. J. Krever
Approved by: Senior Management

SUMMARY OF ENROLMENT IMPLICATIONS FOR CONTINUED OPERATION OF HIGHVIEW ELEMENTARY SCHOOL (H.B.E. Operating Capacity = 760)

	CASE 1 Highview remains a middle school only.			CASE 2 Highview retains middle school and opens junior school for Sunninghill and Sherwood neighbourhood.			CASE 3 Highview retains middle school and opens junior school for Sunninghill, Sherwood and Raleigh neighbourhoods.			CASE 4 Highview retains middle school plus grades 6,7,8 from C.B.S. and opens jr sch for Sunninghill and Sherwood ngbrhds.			CASE 5 Highview retains middle school plus grades 6,7,8 from C.B.S. and opens jr sch for Sunninghill, Sherwood and Raleigh.			CASE 6 Highview retains middle school plus grades 6,7,8 from C.B.S. and sr. Fr. Imm. program. This is in place place in 1992-93.				
	1984	1985	1986	1984	1985	1986	1984	1985	1986	1984	1985	1986	1984	1985	1986	1984	1985	1986	1992	1993
SUNNINGHILL JUNIOR				63	61	65	63	61	65	63	61	65	63	61	65					
SHERWOOD JUNIOR				87	85	80	87	85	80	87	85	80	87	85	80					
RALEIGH JUNIOR							183	182	189				183	182	189					
HIGHVIEW MIDDLE SCHOOL	174	147	143	174	147	143	174	147	143	174	147	143	174	147	143	174	147	143	150	150
C.B.STIRLING 6,7,8										203	216	230	203	216	230	203	216	230	200	200
FRENCH IMMERSION																			16	31
TOTAL JUNIOR SCHOOL	0	0	0	150	146	145	333	328	334	150	146	145	333	328	334	0	0	0	0	0
TOTAL MIDDLE SCHOOL	174	147	143	174	147	143	174	147	143	377	363	373	377	363	373	377	363	373	366	381
TOTAL SCHOOL	174	147	143	324	293	288	507	475	477	527	509	518	710	691	707	377	363	373	366	381

NOTES:

(1) All junior students living south of Fennel Avenue in Huntington Neighbourhood are assumed to attend Huntington Park School after Sherwood closes.

(2) Ninety percent of the students living in Sherwood neighbourhood and attending Sherwood Elementary School are assumed to attend Highview Junior School if it were to open.

(3) Because of the very close proximity of Eastmount School to the western boundary of Raleigh Neighbourhood, it is felt that 20% of Peace Memorial students would attend Eastmount rather than Highview if Peace were to close.

(4) Raleigh Junior figures are Peace Memorial enrolments (including French immersion) reduced by the number of students resident in Sunninghill and the number of students in Assumption 3 above.

(5) Sunninghill figures assume that those students living in Sunninghill and attending Fernwood will return to Highview Junior. Sunninghill figures are reduced by 5% to take into account the students opting for French immersion at Peace Memorial or Pauline Johnson.

(6) Figures shown for C.B.Stirling middle school (Cases 4,5 and 6) assume that all C.B.Stirling pupils in those grades would be transported to Highview.

SPECIAL NOTE FOR CASE 6:

Enrolment forecasts shown for Case 6 imply that middle school school French immersion students from the east upper city would be attending Highview. This could not occur until 1992-93 if the students were to come from the Peace Memorial program. In addition, the numbers shown are for a fully matured 6/7/8 program with a kindergarten base of 25.

RESEARCH SERVICES DEPARTMENT
HAMILTON BOARD OF EDUCATION
DECEMBER 10, 1984

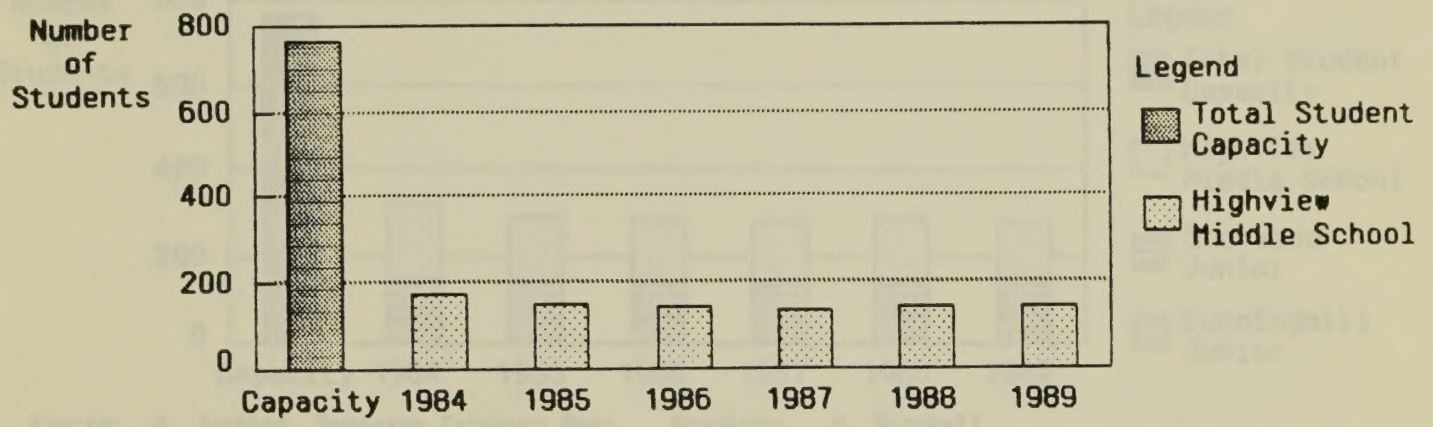
HIGHVIEW SCHOOL

Implications for Continued Operation

CASE I

Highview remains as a middle school only (present situation).

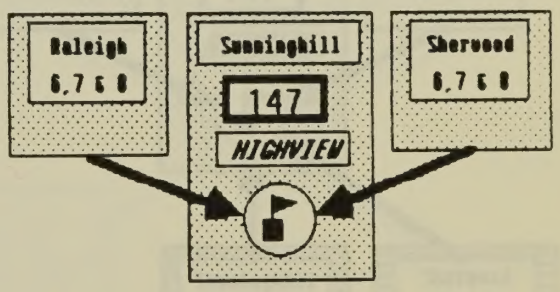
Not Recommended



Source: O. Jackson, Research Services Dept. Graphics: G. Birchall

Notes:

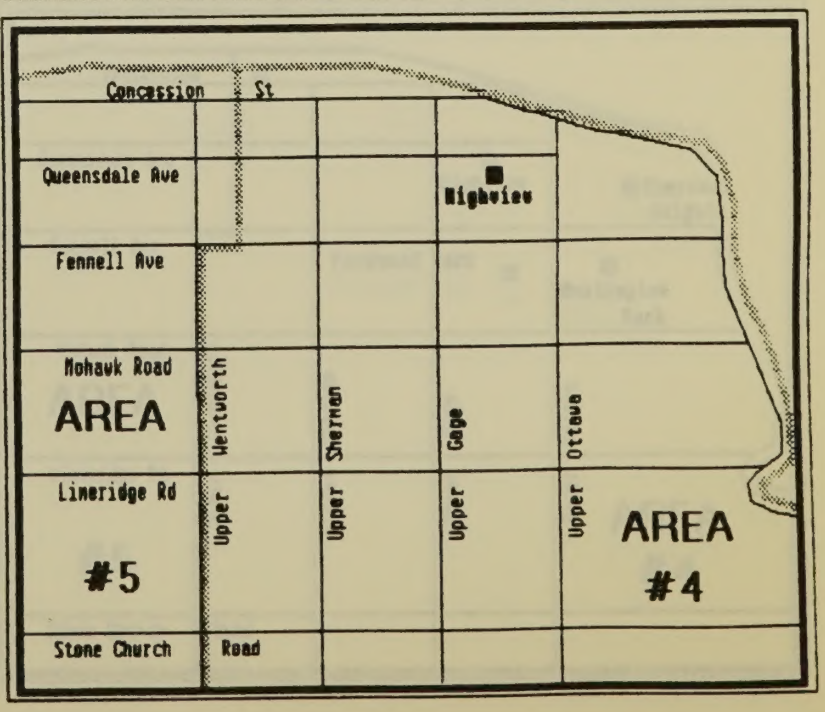
Highview would stabilize at approximately 140 pupils, including 18 in special education classes. There would be approximately 122 pupils in three grades (about 40 per grade). These pupils could be placed in 5 classes of 24 per grade or 4 classes at 30 per grade.



1985 Estimates

Implications:

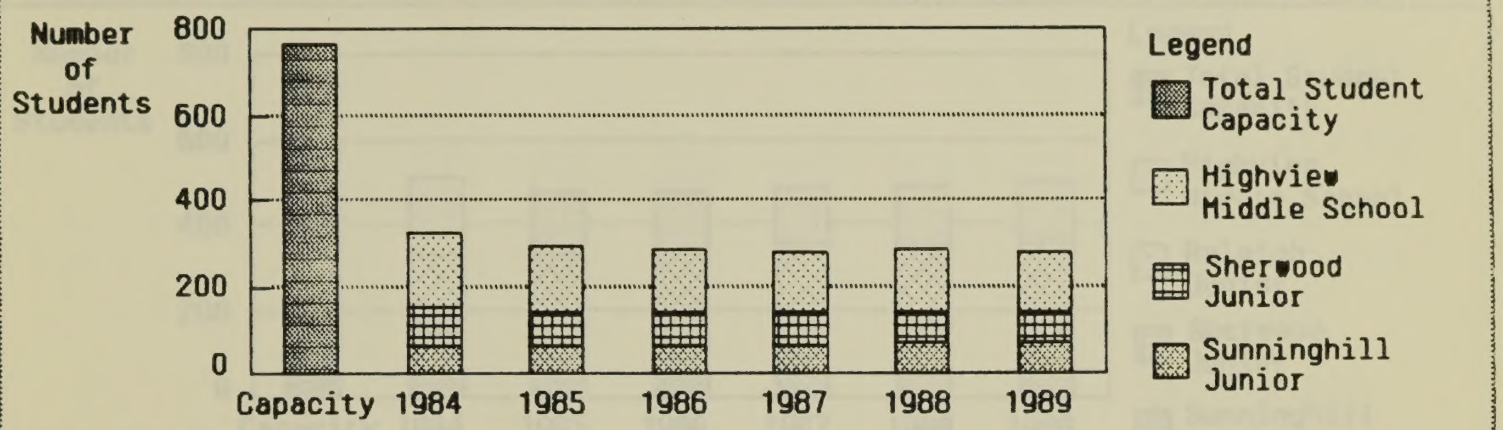
The organizational problems are great for any kind of meaninful rotary. Once five classes are created, at least one half of the students will be in split grades.



CASE II

Highview retains middle school and opens a junior school for Sunninghill (Highview) and Sherwood neighbourhoods.

Not Recommended



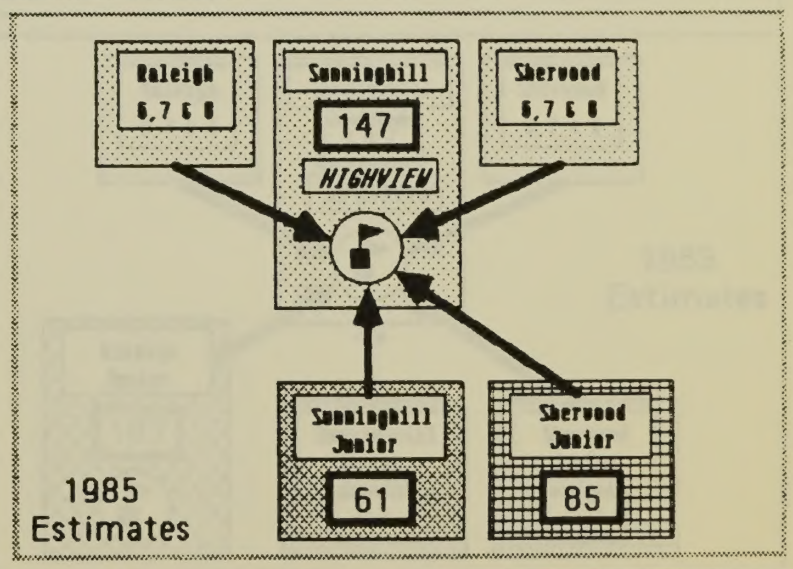
Source: O. Jackson, Research Services Dept. Graphics: G. Birchall

Notes:

(1) All junior students living south of Fennel Avenue are assumed to attend Huntington Park School after Sherwood Heights closes.

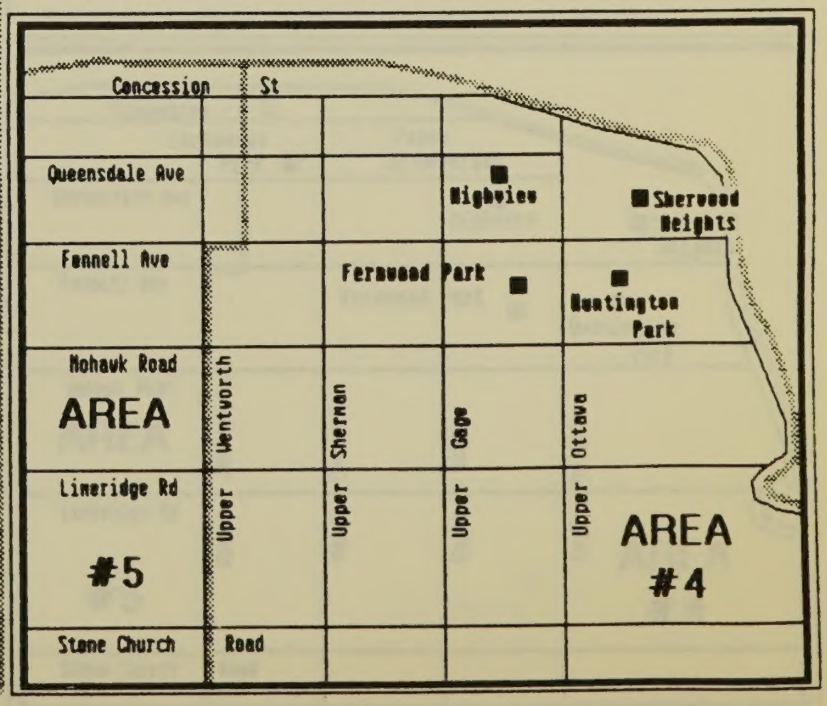
(2) Ninety percent of the students living in Sherwood neighbourhood, and attending Sherwood School, are assumed to attend Highview Junior School, IF IT WERE TO OPEN.

The remaining ten percent would attend Huntington Park or Fernwood Park schools.



Implications:

Creation of a school of this nature results in an organization similar to Norwood Park when that school was closed. A JK to 8 school is comprised of two distinct organizations. In this case, neither would be able to meet the needs of the pupils and hence this scenario is inappropriate.



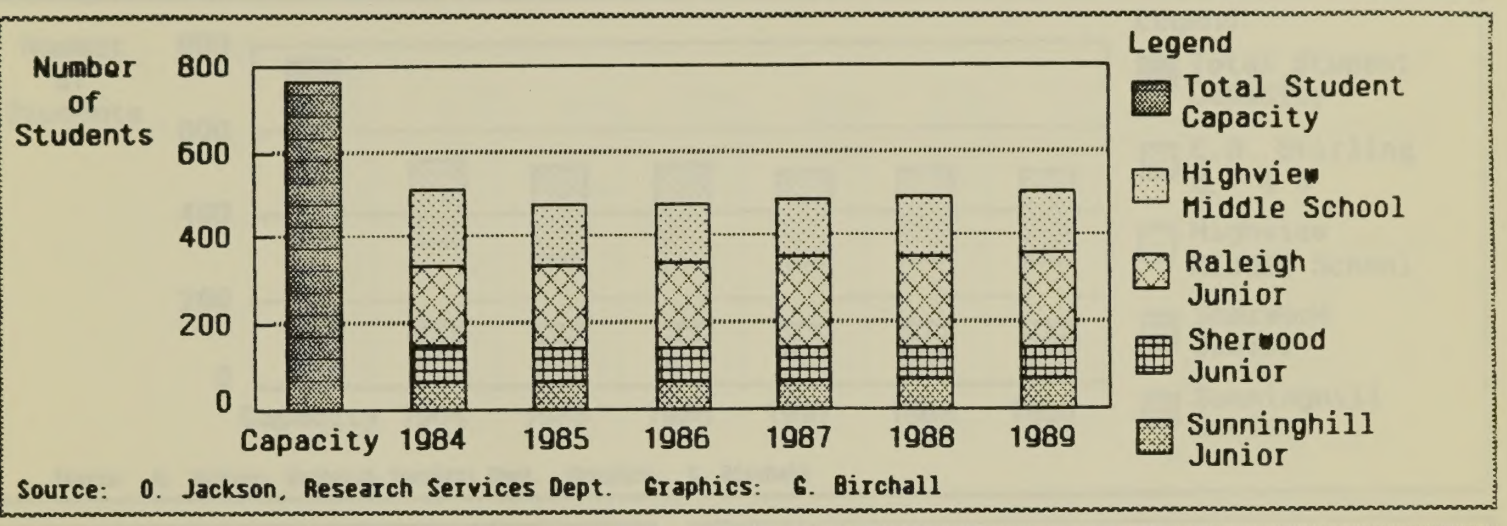
HIGHVIEW SCHOOL

Implications for Continued Operation

CASE III

Highview retains middle school and opens a junior school for Sunninghill, Sherwood and Raleigh Neighbourhoods.

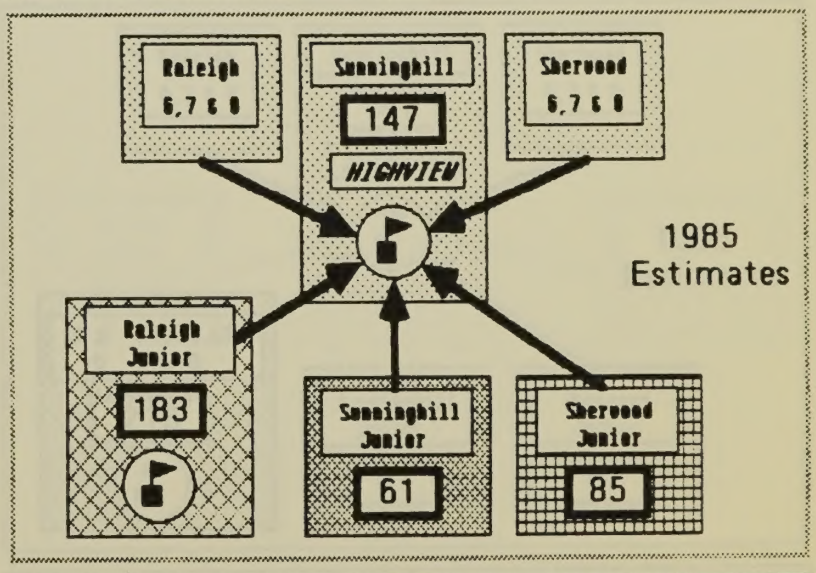
Not Recommended



Source: O. Jackson, Research Services Dept. Graphics: G. Birchall

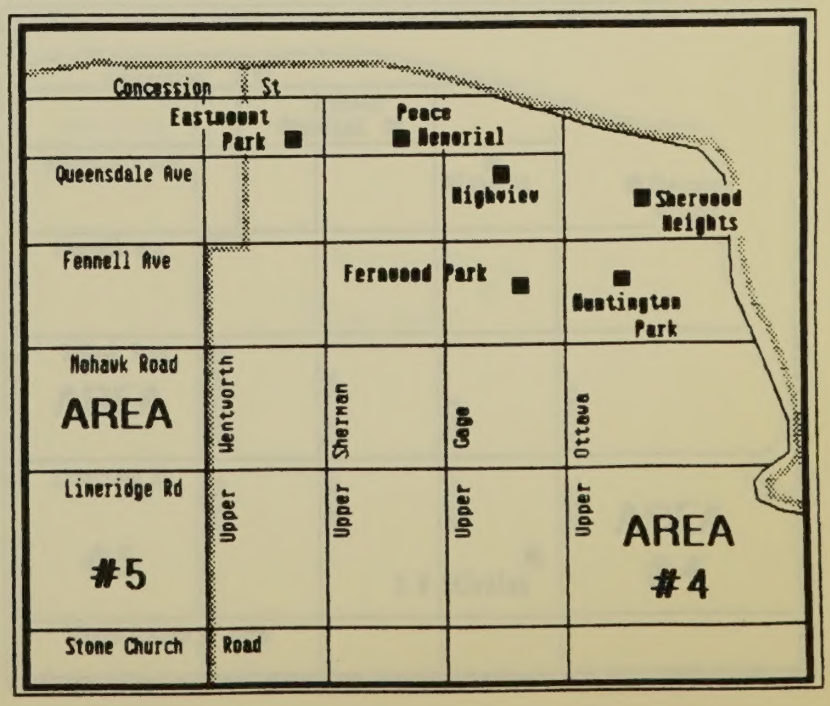
Notes:

Raleigh Junior figures are Peace Memorial enrolments (including French Immersion) reduced by the number of students resident in Sunninghill Neighbourhood and the number (20%) of Peace Memorial students who would likely attend Eastmount Park should Peace Memorial close.



Implications:

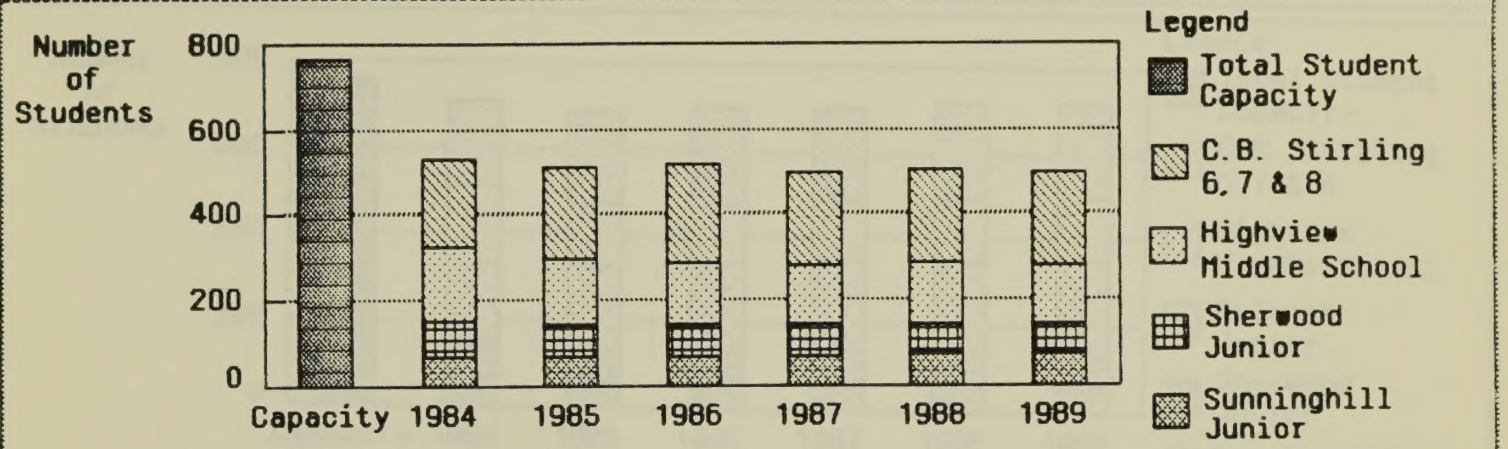
The most important consideration in this case is the closing of Peace Memorial School. The resulting Junior School at Highview would have sufficient numbers to provide a solid organization and would provide a school in the northeast corner of Area 4. However, the middle school problem, that of working with untenable numbers, remains.



CASE IV

Highview retains middle school plus grades 6, 7 & 8 from C.B. Stirling and opens a junior school for Sunninghill and Sherwood neighbourhoods.

Not Recommended



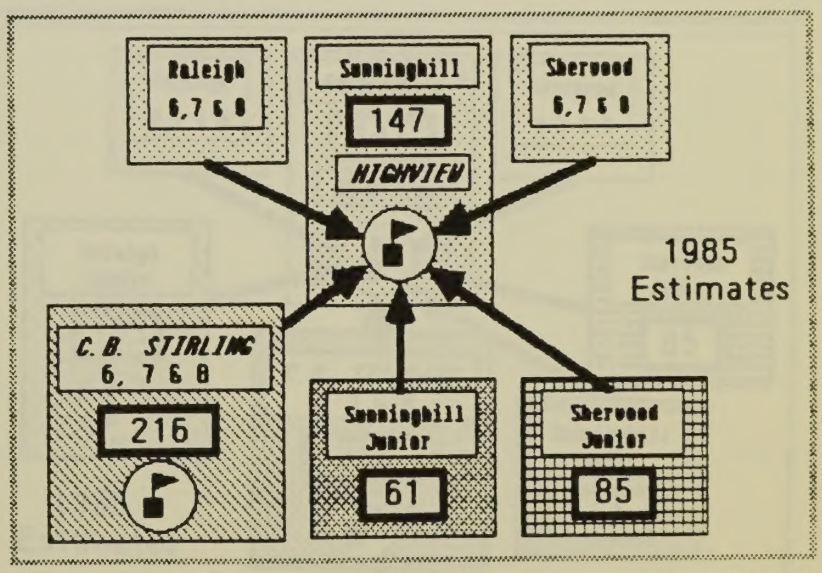
Source: O. Jackson, Research Services Dept. Graphics: G. Birchall

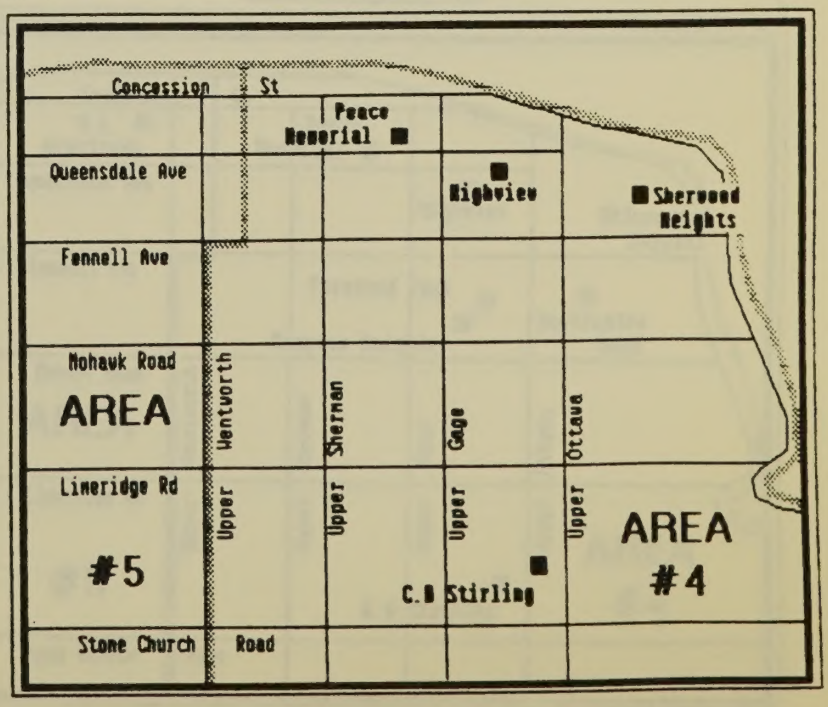
Notes:

C.B. Stirling figures include the total forecast Grade 6, 7 & 8 enrolments.

Implications:

The number of students (146 in 1985) from the Sherwood and Sunninghill Neighbourhoods may be overstated. If this proves to be the case, the creation of a junior school that has an enrolment closer to 110-115 students needs serious consideration, given the spaces that presently exist at Huntington Park, Peace Memorial and Fernwood Park. Indeed, with such numbers it is unlikely that a suitable program delivery can be afforded for the Grade 1 to 5 pupils.

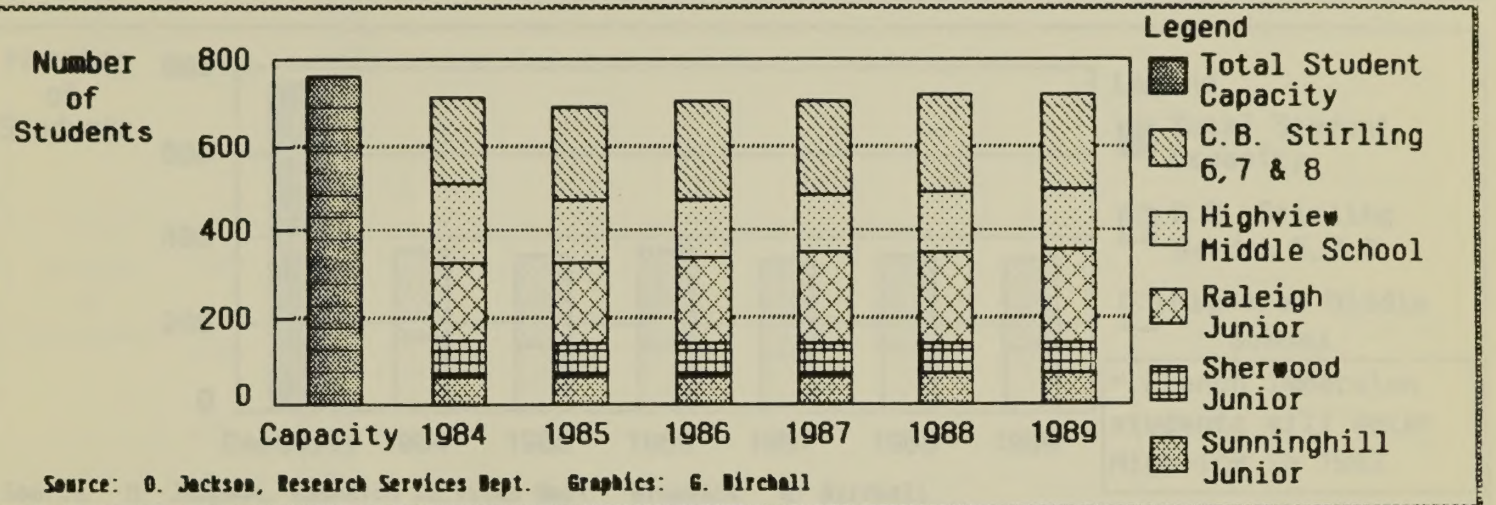




CASE V

Highview retains middle school plus grades 6,7 and 8 from C.B. Stirling and opens a junior school for Sunninghill, Sherwood and Raleigh.

Alternative Recommendation



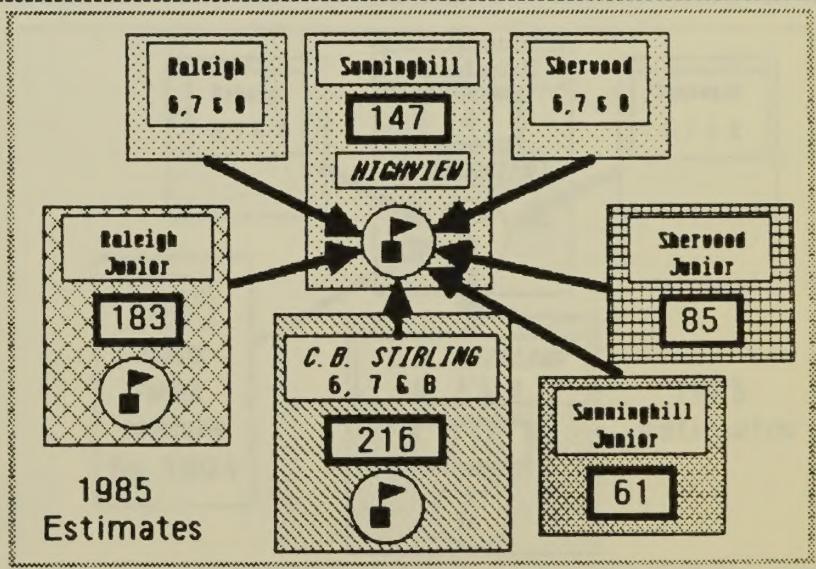
Source: O. Jackson, Research Services Dept. Graphics: G. Birchall

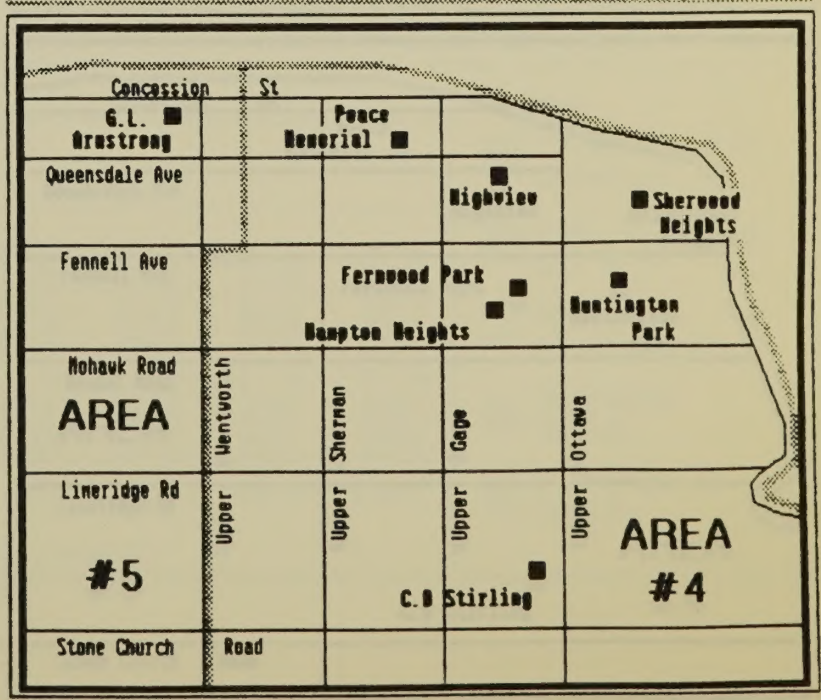
Notes:

None.

Implications:

The numbers for both sections of the schools, Junior and Middle, are ideal for program delivery. However, this case means the closure of Peace Memorial as well as the transfer of students from Grades 6, 7 & 8 of C.B. Stirling.



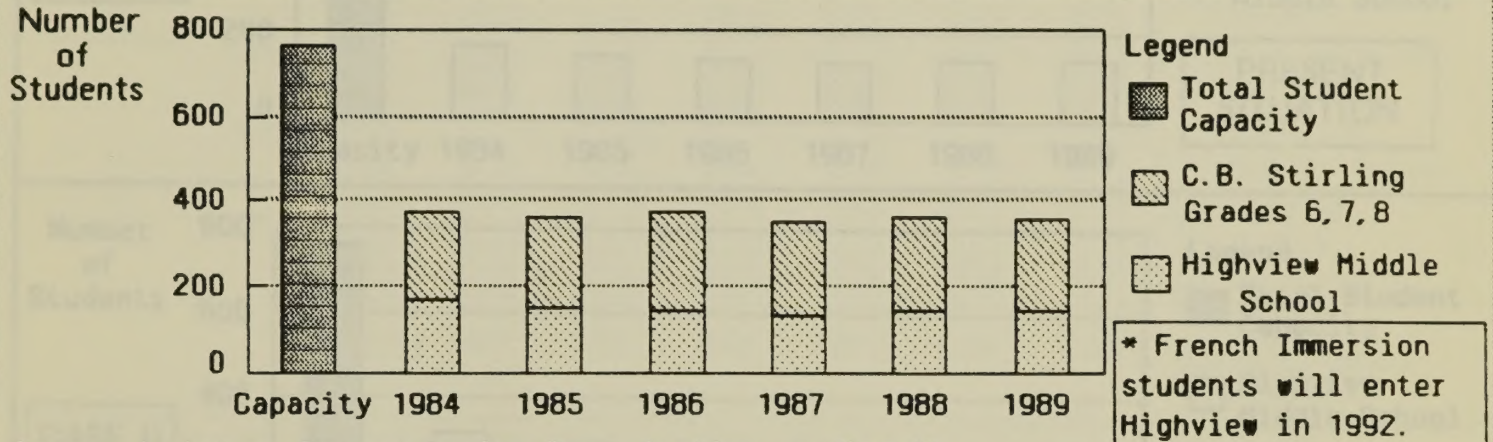


HIGHVIEW SCHOOL
Implications for Continued Operation

CASE VI
Highview retains middle school plus grades 6, 7 and 8 from C. B. Stirling and a senior French Immersion Program.

Recommended

FIRST CHOICE

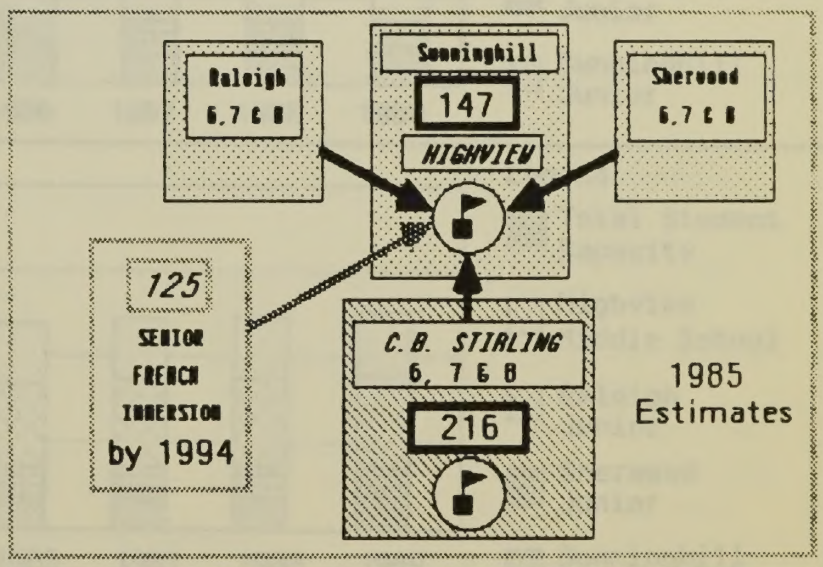


Source: O. Jackson, Research Services Dept. Graphics: G. Birchall

Notes:

French Immersion forecasts will not affect middle school grades in the eastern upper city until September, 1992, and representation in all 3 grades of middle school will not occur until September, 1994. If the French Immersion Program in the eastern upper city continues to attract students at its current rate, the French Immersion middle school program will not exceed 70 pupils. If the French Immersion Program expands to a kindergarten base of 50 pupils, the middle school enrolment will reach approximately 125 to 130 pupils.

The potential size of Highview with this type of organization would be about 350 to 360 English language pupils plus either 70 or 125 French Immersion pupils for a total enrolment in 1994 of approximately 420 or 485 pupils.

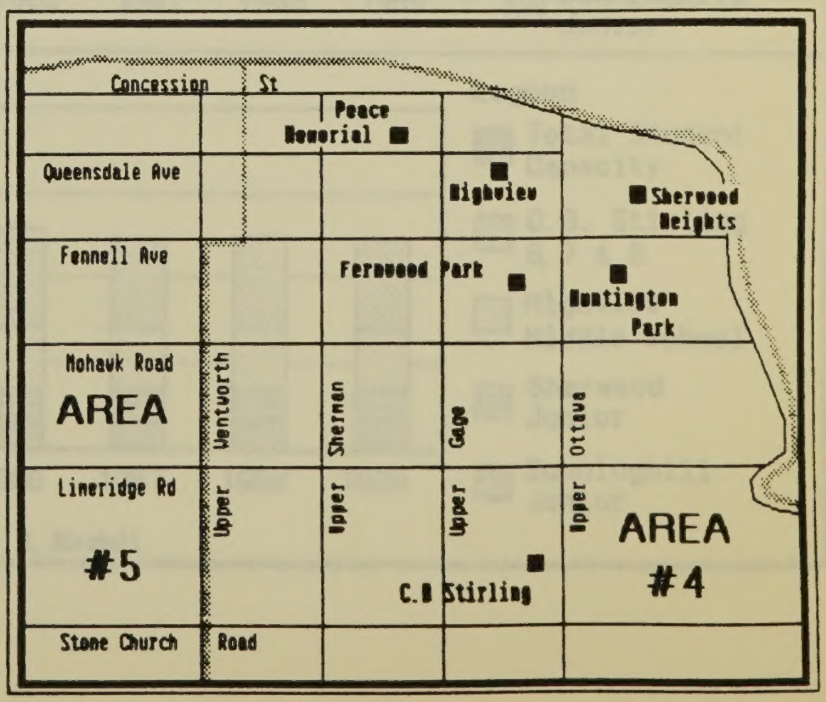


Implications:

Highview would be the location for French Immersion, Grade 6, 7 and 8, after the pupils leave Peace Memorial. The first French Immersion students would arrive at Highview in 1992.

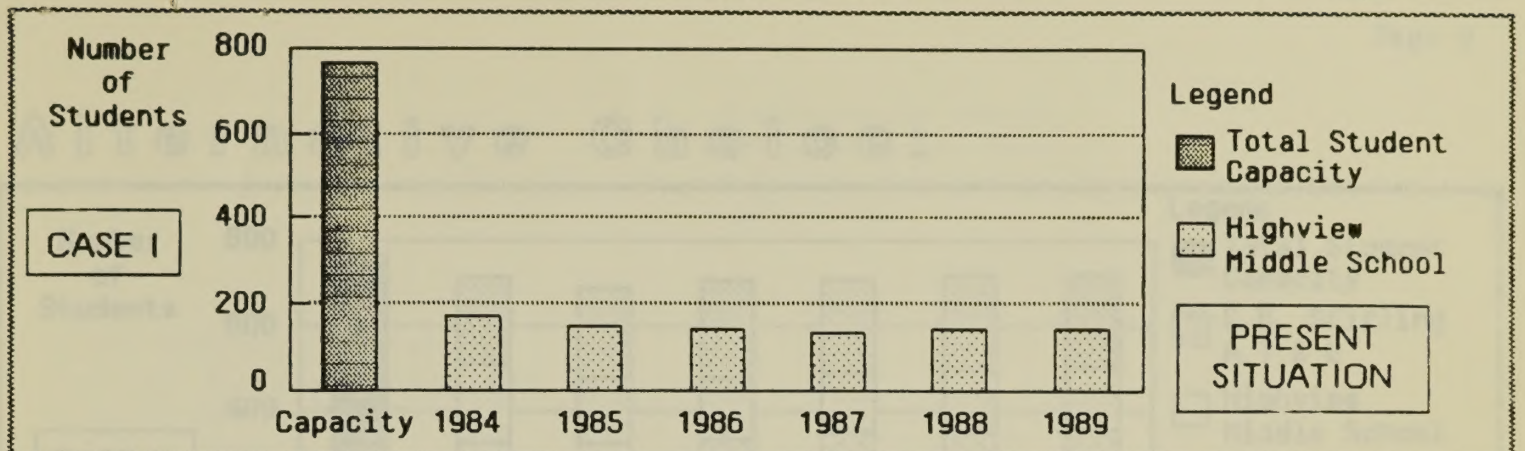
This case, which requires the transfer of Grades 6, 7 and 8 from C.B. Stirling:

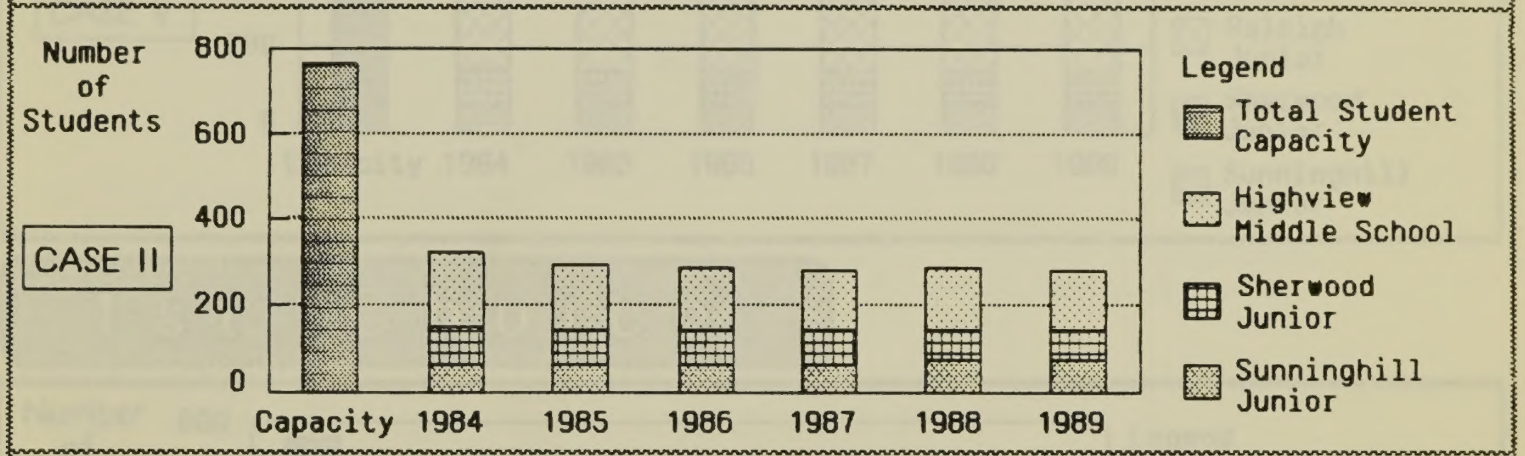
- provides an area to meet the need for growth in the southeast.
- relieves pressure at C.B. Stirling.
- allows Tousplomond pupils to attend C. B. Stirling.
- creates full "8" rotary opportunity at Highview for 6, 7 and 8 students from both schools.
- keeps an excellent facility in the northeast corner of Area 4.

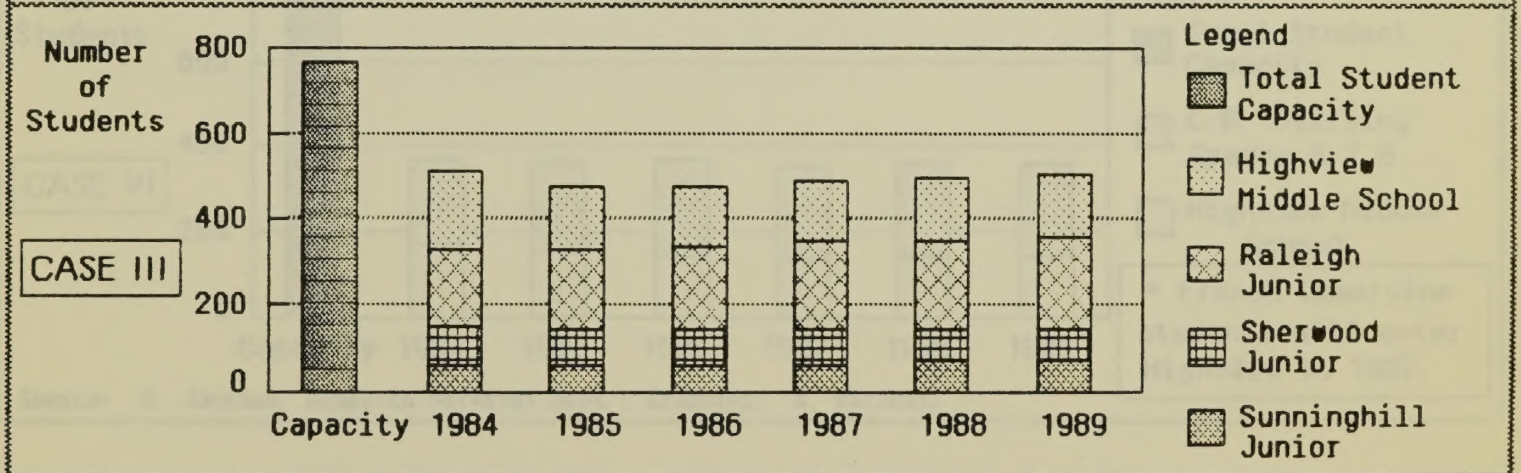


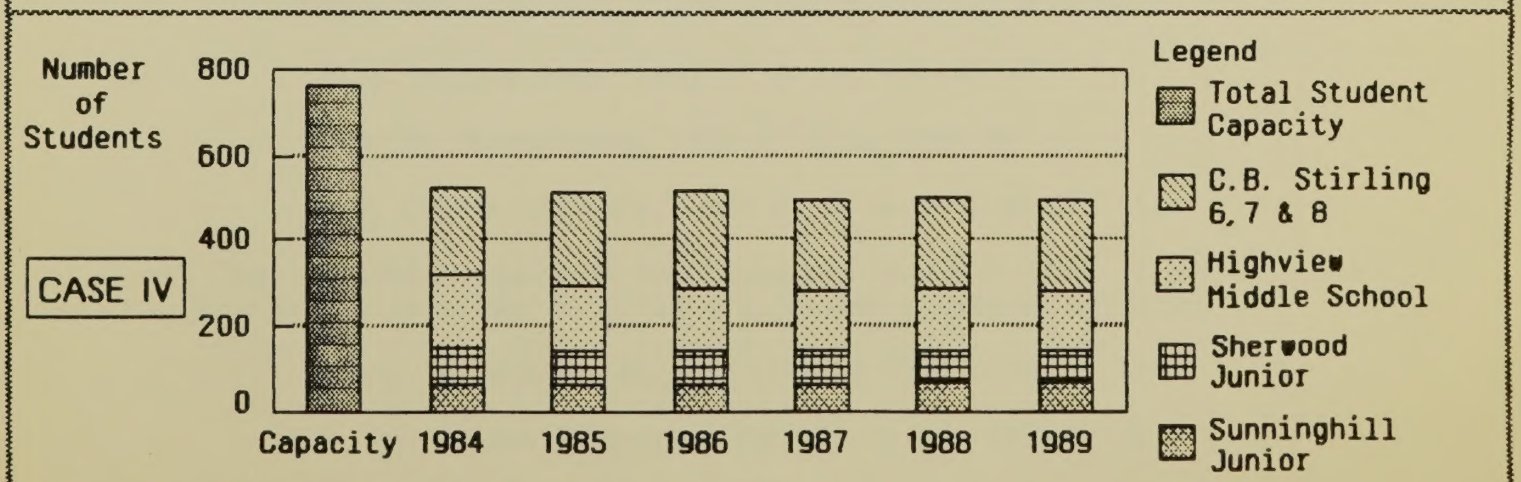
SUMMARY — HIGHVIEW REVIEW

1984—1989 Enrolment Charts for Cases I to VI



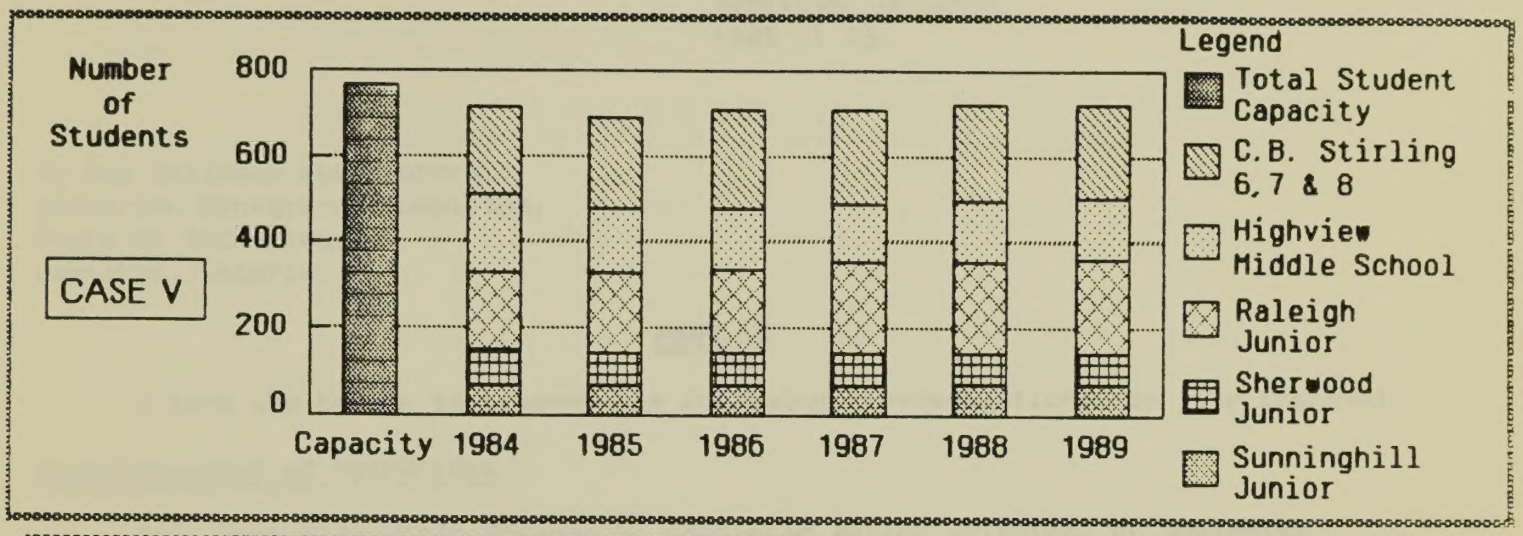




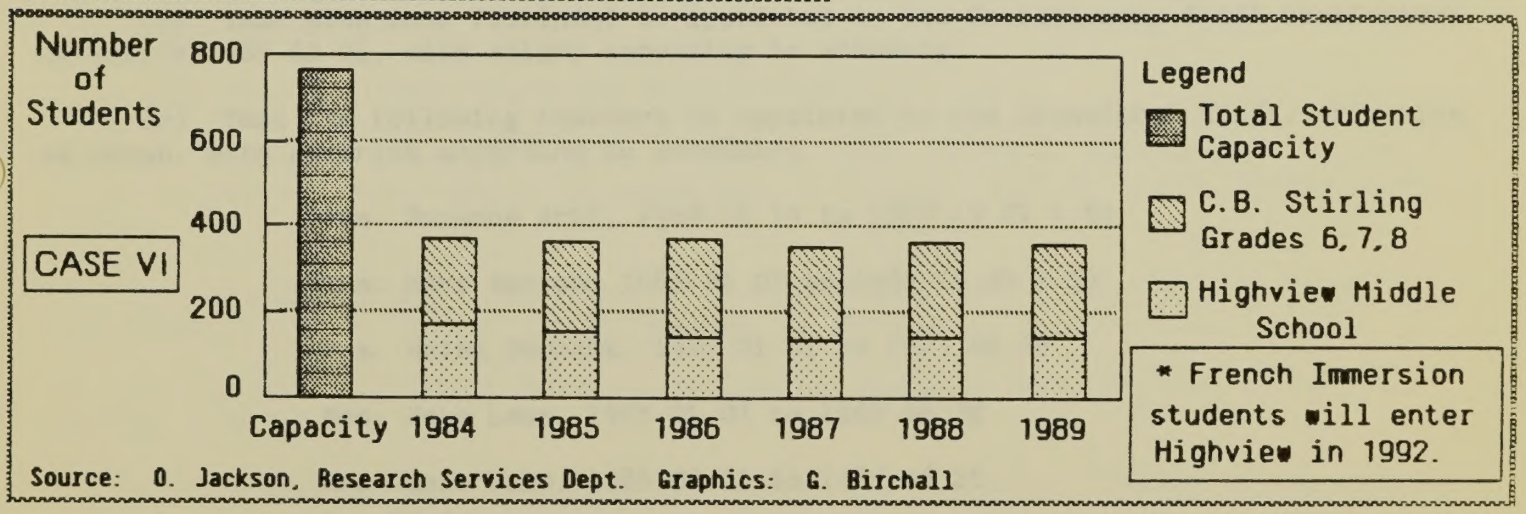


Source: O. Jackson, Research Services Dept. Graphics: G. Birchall

Alternative Choice:



1st Choice:



Source: O. Jackson, Research Services Dept. Graphics: G. Birchall

The Education Centre,
100 Main Street West,
Hamilton, Ontario,
1985 01 03.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

PART II

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That Miss Wanda McLaren be appointed Acting Principal at Southview School for the Trainable Retarded, effective 1985 01 01 to 1985 06 28, as a replacement for Mrs. Mary Law who is on extended sick leave.

(b) That Miss Anna Pillinini be appointed to the Probationary Staff (half-time), effective 1985 02 01, with salary according to schedule.

(c) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Mrs. Suzanne Artt, 1984 11 14 to 1984 12 21 (.5)

Mrs. Mary Barton, 1985 01 07 to 1985 06 28 (.5)

Mrs. Helen Demczuk, 1985 01 07 to 1985 06 28

Mrs. Hope Leon, 1985 01 07 to 1985 06 28

Mrs. Gale Male, 1985 02 01 to 1985 06 28

Miss Maria Marazia, 1984 11 04 to 1984 12 21 (.5)

Miss Cynthia Raby, 1985 01 07 to 1985 02 28

Miss M. Linda Tryon, 1985 01 07 to 1985 05 03

Mrs. Connie Vickruck, 1985 03 25 to 1985 06 28 (.5)

(c) That the appointments of the following teachers to the Occasional Staff, approved at previous meetings, be changed to become effective as shown:

Mr. T. Charles Buttle, 1984 10 23 to 1984 12 21

Mrs. Janet Dickenson, 1984 11 21 to 1985 06 28

Mrs. Colleen Hanna, 1984 11 01 to 1985 01 31

Mrs. Joanne Salis, 1984 10 09 to 1984 11 23 (full-time)
1984 11 26 to 1984 12 21 (half-time)

The Education Centre,
100 Main Street West,
Hamilton, Ontario,
L8N 1G4.

To the Chairman and Members,
Education Committee,
Board of Governors,
Hamilton, Ontario.

PART II

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That Miss Wendy Fisher be appointed Acting Principal at Sandview Centre for the Trainable Mentally Retarded, effective 1984 01 01 to 1985 06 29, as a replacement for Mrs. Mary Jay who is on extended sick leave.

(b) That Miss Anne Fillmore be appointed to the Professional Staff, effective 1985 02 01, with salary according to schedule.

(c) That two relieving teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Mrs. Susanne Pitt, 1984 11 14 to 1984 12 21 (.5)

Mrs. Mary Barton, 1985 01 07 to 1985 06 24 (.5)

Mrs. Helen Deacon, 1985 01 07 to 1985 06 24

Mrs. Hope Green, 1985 01 07 to 1985 06 28

Mrs. Dale Hale, 1985 02 01 to 1985 06 28

Miss Marie Lorraine, 1984 11 04 to 1984 12 21 (.5)

Miss Cynthia Mady, 1985 01 07 to 1985 02 28

Miss M. Linda Irvon, 1985 01 07 to 1985 03 03

Mrs. Connie Vierenek, 1985 01 25 to 1985 06 25 (.5)

(d) That the appointments of the following teachers to the Occasional Staff, approved at previous meetings, be changed to become effective as shown:

Mr. R. Charles Dutile, 1984 10 24 to 1984 12 21

Mrs. Janet Dickenson, 1984 11 21 to 1985 06 24

Mrs. Colleen Mann, 1984 11 02 to 1985 01 31

Mrs. Joanne Smith, 1984 10 09 to 1984 11 23 (full-time)
1984 11 26 to 1984 12 21 (half-time)

(d) That Mrs. Pamela J. Rutter be transferred from the Probationary Staff to the Permanent Staff, effective 1985 01 01.

(e) That Mrs. Linda Furry-Cheong be returned from Leave of Absence and assigned teaching duties, effective 1985 01 01.

(f) That the requests of the following teachers for Leaves of Absence for Personal Reasons, effective 1985 01 01 until 1985 08 31, be granted:

Ms. Marion M. Low

Mrs. Cathy Webster

(f) That the requests of the following teachers for Maternal Leaves of Absence, effective as shown, be granted in accordance with conditions governing Maternal Leave:

Mrs. Karen Santor, 1985 04 01 to 1985 04 12

Mrs. Lynda J. Sherwood, 1985 01 28 to 1985 05 24

Mrs. Pamela Thorpe, 1985 03 25 to 1985 06 28

(g) That the request of Mr. Keith Thornton for Release from Contract, effective 1984 12 31, be granted.

(h) That the following trips be approved:

i. Dalewood, Grade 7, Outdoor Education, Camp Wanakita, Haliburton, Ontario, Trip 1 - 1985 01 14-16 (Monday to Wednesday) or Trip 2 - 1985 01 16-18 (Wednesday to Friday)

ii. Cardinal Heights, Grades 6, 7 and 8, Outdoor Education, Camp Wanakita, Haliburton, Ontario, 1985 05 28-31 (Tuesday to Friday)

iii. Lawfield, Grade 7, History, St. Marie, Midland, Ontario, 1985 02 18-20 (Monday to Wednesday)

iv. Lawfield, Grade 7, Outdoor Education, Camp Wanakita, Haliburton, Ontario, 1985 02 24-27 (Sunday to Wednesday)

v. Lawfield, Grade 8, History, Ottawa, Ontario, 1985 02 06-08 (Wednesday to Friday)

vi. Lawfield, Grade 8, History, Ottawa, Ontario, 1985 05 29-31 (Wednesday to Friday)

vii. Hampton Heights, Grade 8, History, Ottawa, Ontario, 1985 05 29-31 (Wednesday to Friday)

viii. Hampton Heights, Grade 7, Outdoor Education, Camp Arowhon, Algonquin, Ontario, 1985 06 11-14 (Tuesday to Friday)

(d) That Mrs. Pamela A. Sutter be transferred from the Probationary Staff to the Permanent Staff, effective 1985 01 01.

(e) That Mrs. Linda Harris-Cheong be returned from leave of absence and assigned teaching duties, effective 1985 01 01.

(f) That the requests of the following teachers for leaves of absence for personal reasons, effective 1985 01 01 until 1985 06 30, be granted:

Mr. Marion M. Low

Mrs. Cathy Webster

(g) That the requests of the following teachers for maternity leaves of absence, effective as shown, be granted in accordance with conditions governing maternity leave:

Mrs. Mary Sexton, 1985 04 01 to 1985 08 12

Mrs. Linda A. Sherwood 1985 01 30 to 1985 07 29

Mrs. Pamela Jerome, 1985 03 25 to 1985 06 28

(h) That the request of Mr. Keith Thornton for release from contract, effective 1984 12 31, be granted.

(i) That the following trips be approved:

i. Jarlwood, Grade 7, Outdoor Education, Camp Wanakita, Haliburton, Ontario, Trip 1 - 1985 02 14-16 (Monday to Wednesday) or Trip 2 - 1985 02 18-19 (Wednesday to Friday)

ii. Cardinal Heights, Grades 6, 7 and 8, Outdoor Education, Camp Wanakita, Haliburton, Ontario, 1985 03 25-31 (Tuesday to Friday)

iii. Lanfield, Grade 7, History, St. Marie, Midland, Ontario, 1985 02 18-20 (Monday to Wednesday)

iv. Lanfield, Grade 7, Outdoor Education, Camp Wanakita, Haliburton, Ontario, 1985 02 24-27 (Sunday to Wednesday)

v. Lanfield, Grade 6, History, Ottawa, Ontario, 1985 02 04-05 (Wednesday to Friday)

vi. Lanfield, Grade 8, History, Ottawa, Ontario, 1985 03 25-31 (Monday to Friday)

vii. Hampton Heights, Grade 8, History, Ottawa, Ontario, 1985 03 25-31 (Monday to Friday)

viii. Hampton Heights, Grade 7, Outdoor Education, Camp Ahmek, Algonquin, Ontario, 1985 06 11-14 (Tuesday to Friday)

Superintendent of Curriculum and Special Services:

(a) That two teachers, with the support of the Primary Teachers' Association, attend the "Reading '85 Conference" to be held at Toronto, Thursday, 1985 02 21 and Friday, 1985 02 22, at no cost to the Board.

(b) That the Staff Assistant of Junior Education, two Reading Assistants, two Principals, six Primary/Junior Teachers, two English Teachers, five Primary Consultants, attend the "Reading '85 Conference" to be held at Toronto, Wednesday, 1985 02 20 to Friday, 1985 02 22, and that $110.00 each be paid towards registration and expenses.

(c) That the Supervisor of Primary Education, two Reading Assistants, four Primary/Junior Teachers, three English Teachers, three Primary Consultants and two Principals attend the "Reading for the Love of It Conference" to be held at Toronto, Wednesday, 1985 02 13 to Friday, 1985 02 15, and that $80.00 each be paid towards registration and expenses.

(d) That four teacher-librarians attend the "Ontario School Library Association Ideashop" to be held at Toronto, Saturday, 1985 02 09, and that the registration fee of $75.00 each be paid.

(e) That six teacher-librarians attend the "Ontario School Library Association Ideashop" to be held at Toronto, Friday, 1985 02 08, and that the registration fee of $75.00 each be paid.

Associate Superintendent of Curriculum and Special Services

(a) That one teacher of the trainable retarded attend the conference on Practical Approaches for Reaching Potential to be held in Toronto on Thursday, 1985 02 07 and Friday, 1985 02 08, and that $105 be paid towards the cost of registration and expenses.

(b) That one teacher of the trainable retarded attend the conference on Neurodevelopmental Principles in Cognitive Programming for Severely Handicapped Clients to be held in Toronto, Saturday, 1985 02 16 and Sunday, 1985 02 17, and that $115 be paid towards the cost of registration and expenses.

Respectfully submitted,

A. J. Krever,
Director of Education.

100 Main Street West
Hamilton, Ontario
1985 01 02

To the Chairman and Members
Education Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: SUMMER SKILL PROGRAM

The Summer Skill Program which has been operated by the Board of Education for the City of Hamilton since 1967 continues to attract large numbers of young people. These are senior elementary students (grades 6, 7, & 8) from Hamilton and surrounding schools who are too young for gainful summer employment yet too old for playground activities.

A total of 789 students participated in the 1984 program and the introduction of woodshop and machine shop courses helped to increase enrolment over the previous year. The basic computer courses which were introduced in the 1983 program were a big attraction again in 1984 and were thoroughly enjoyed by young students from all areas of the city. It is expected that enrolment will continue to grow as we offer new and varied program components.

RECOMMENDATION

That, subject to sufficient enrolment:

(a) the 1985 Summer Skill Program operate at Barton, Delta, Hill Park, and Westdale Secondary School from July 23 to August 16, 1985, inclusive

(b) Linden Park and A.M. Cunningham School gymnasia be used for some of the physical activities

(c) as in past years, a teacher co-ordinator be appointed to each of the four skill program locations

(d) full or part time staff be hired as enrolment necessitates.

Prepared by: C. H. Howell, Supervisor
Continuing Education Department

Submitted by:
P. S. Beveridge
Curriculum and Special Services

Approved by:
A. J. Krever
Director of Education

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1985 01 08

To the Chairman and Members,
Education Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Pilot Program - Writing to Read

IBM, in conjunction with noted educators in the United States, has developed a writing and reading program which utilizes the computer as a direct teaching-learning tool at the Kindergarten-Grade 1 level. This program has been piloted in the United States with 10,000 students and has been evaluated through the Educational Testing Services of Princeton, N.J. (see Appendix A). The results of this evaluation are most positive. Since the original study, approximately ten to twenty thousand additional students are using the program across the U.S.A.

IBM now wishes to extend the program into Canada and has invited Hamilton to be one of the pilot boards. I had an opportunity to visit the program and feel that it should have some direct value and application in our schools and would therefore suggest that we accept the offer of IBM to be one of the pilot boards in Canada.

The program utilizes a centre approach. Each centre (4-6 such centres in each classroom) utilizes different teaching strategies, techniques and senses. The centres include:

(a) microcomputer centre
(b) typing centre
(c) listening centre
(d) reading centre
(e) writing centre

etc.

The program is based on a concept developed in the '60's by Walter Pitman which stresses a phonetic approach to the learning of reading. The English language has 42 basic sounds or phonemes. The basic principle, therefore, is that once children are able to learn the symbol relationship for each of the 42 sounds, they can write and read anything that they can say. The computer aids in the learning of the 42 phonemes and the other centres reinforce this learning. Some rather amazing results have been evident at the end of Kindergarten and Grade 1 in relation to the writing and reading ability of students.

cont'd. . . . . .

IBM is willing to support the Hamilton Board by the provision of consultative services through their own staff and, additionally, is willing to consider the secondment of one staff member from the Hamilton Board for a period of one year for training purposes. IBM would assume all costs related to salary, travel, etc. In order to establish centres in three schools, we would require PCjr's (these are already included in the microcomputer budget proposal for 1985), as well as learning materials, the cost of which would be approximately $7,817.64. The program also requires six typewriters in each centre. The suggestion from IBM is that Selectric's be used and that the Board purchase used models. The centres require cassette players and headphones -- the cost of these would approximate $3,200. Three sets of listening library books would also be required and the cost of these sets is $200 per centre or $600. The program also requires instructional diskettes for the microcomputers. The cost of these, according to IBM, is $799.99 -- 12 sets are required with a total cost of approximately $9,600. Additionally, speech cards are required for the microcomputers ($4,268.40). The total cost, therefore, for the Hamilton Board of Education to embark on this pilot program (designed to serve 300 students) would be approximately $25,600, not including the microcomputers which are already part of our budget or the Selectric typewriters which, hopefully, can be obtained from surplus machines within the system.

SUMMARY -

From the evidence available, there is no doubt that the program has been successful and is probably the first really different approach to the teaching of reading and writing that has been introduced into the schools of North America in the last two decades. As one looks at the needs for different approaches in compensatory education, perhaps this program may provide the necessary breakthrough that we are looking for because the program does not depend on the experiential background of the boys and girls who enter Kindergarten or Grade 1. Since all of the children will be using computers as the basic stimulation for the learning to read, all of them come to the situation with a relatively equal background. It is our recommendation that the Board of Education co-operate in the piloting of the "Writing to Read" program in Hamilton.

RECOMMENDATION:

The Hamilton Board of Education pilot the "Writing to Read" program in three elementary schools.

Prepared and submitted by: A. J. Krever,
Director of Education.

The Board of Education for the City of Hamilton

CONTINUING EDUCATION DEPARTMENT

ADULT DAY SCHOOL PROGRAM

1984-85

Anderson, Mary	Dressmaking
Bailey, Donna	Knitting & Crocheting
Barany, Vera	Dressmaking
Bilotti, Marianne	Flower Arranging
Bowen, Ann	Quilting
Brittan, Sidney	Drawing & Painting
Fliss, Marion	Dressmaking
Hashimoto, Kimberley	Secretarial Skills
Hicks, Lovina	Rug Hooking
Holmes, Edythe	Flower Arranging
Horibe, Kay	Microwave Cooking
Hoytema, Janet	Dressmaking
Hughes, Louise	Flower Arranging
Kemp, Susan	Dance Aerobics
Krawesky, Diane	Cosmetology
Lawson, Kenneth	Basic Bridge
Leslie, Mary	Dressmaking
McCrea, Cathleen	Creative Stitchery
McKnight, Muriel	Knitting & Crocheting
Marriott, Micheline	Yoga
Marshall, Margueritte	Cake Decorating
Matsusaki, James	Upholstery
Newbigging, Barbara	Food Processor Cooking
Pocknell, Pauline	Conversational French
Putns, Myrna	Painting for Pleasure
Rulff, Magdeline	Dressmaking
Smith, Ann	Quilting
Waddington, Susan	Rug Hooking
Whiteman, Patricia	Dressmaking
Yoshitomi, Kiyoko	Flower Arranging
Young, Mary	Rug Hooking

The Board of Education for the City of Hamilton

CONTINUING EDUCATION DEPARTMENT

1984-85

ENGLISH AS A SECOND LANGUAGE

Babb, Sheila	Scott Park
Kammel, Olga	Scott Park
Mechel, Rosemarie	Scott Park
Kinal, Katherine	James St. Baptist Church
Sadler, Elizabeth	York Place
Stancombe, Karen	Rebecca St. Salvation Army
Stonell, Margaret	Ottawa St. YWCA & Multicultural Centre
Taylor, Avril	York Place
Tokiwa, Jean	Rebecca St. Salvation Army

L.O.N.A.R. (Linking of Needs and Resources)

Marsh, Gwen	McIlwraith School

The Board of Education for the City of Hamilton

CONTINUING EDUCATION DEPARTMENT

HERITAGE LANGUAGE PROGRAM

1984-85

Ahmed, Magda	Muslim
Ahuja, Sonia	Hindi
Ali, Mahmood	Muslim
Bardanis, Nepheli	Greek-Hellenic
Bhargava, Shobhana	Hindi
Bryl, Maria	Ukrainian
Bujalski, Wanda	Polish
Cacoilo, Sergio	Portuguese
Cadete, Augusta	Portuguese
Cardoso, Jose	Portuguese
Catarino, Fernanda	Portuguese
Catarino, Maria	Portuguese
Chandy, Molly	India-Kerala
Correia, Maria	Portuguese
Danelski, Alina	Polish
Dhaliwal, Ranjit	Punjabi
Dowhan, Oksama	Ukrainian
Georgakopoulos, Ekaterine	Greek-Hellenic
Ghatak, Evelyn	German
Gomez, Maria	Spanish
Grelha, Isabel	Portuguese
Ioannoy, Katerina	Greek-Hellenic
Kabir, Bilqies	Islamic
Kaluska, Jadwiga	Polish
Karambelas, George	Greek-Orthodox
Kartalianakis, Helen	Greek-Hellenic
Khader, Inshirah	Islamic & Arabic
Kimura, Yasue	Japanese
Kontogianis, Evangelia	Greek-Orthodox
Kopp, Ursula	German
Koumphol, Chanphen	Lao
Krinsky, Roni	Hebrew
Lalik, Amelia	Polish
Lax, Sharon	Hebrew
Lewandowska, Anna	Polish
Lewczuk, Florence	Polish
Lukasik, Aniela	Polish
Martin-Mendonca, Brigitte	German
Martires, Rosa	Portuguese
Mathew, LeeLamany	India-Kerala
Matsumoto, Mayumi	Japanese
Mavropolous, Z. Linda	Greek-Orthodox
Medeiros, Helena	Portuguese
Medeiros, Ricardo	Portuguese
Mirza, Abdul Ghani	Muslim
Mirza, Yasmeen	Muslim
Mota, Isaura	Portuguese
Nekiwala, Hasina	Muslim

(continued)

The Board of Education for the City of Hamilton

CONTINUING EDUCATION DEPARTMENT

HERITAGE LANGUAGE PROGRAM

1984-85

Nicolaou, Catherine	Greek-Hellenic
Nikolaidis, Dionisia	Greek-Hellenic
Nogami, Sumiko	Japanese
Pereira, Manuela	Portuguese
Reid, Alice	German
Romaniak-Dlugosh, Marta	Ukrainian
Ruppenthal, Mirian	Portuguese
Sakaji Naeim, Rehab	Arabic
Schmerling, Fay	Hebrew
Shaikh, Ayub	Muslim
Siddiqi, Taqi	Muslim
Silva, Herminio	Portuguese
Silva, Maria	Portuguese
Silverman, Devorah	Hebrew
Silverman, Gloria	Hebrew
Stadnyckyj, Sylvia	Ukrainian
Stefanski, Barbara	Polish
Teloniatis, Kleioniki	Greek-Orthodox
Todesco, Giovanna	Spanish
Venizelos, Androula	Greek-Hellenic
Wagner, Krystyna	Polish
Wellnitz, Karin	German
Woloch, Maria	Polish
Younes, Radia	Islamic
Zalewska, Wanda	Polish
Kurd, Farhat	Muslim

The Board of Education for the City of Hamilton

CONTINUING EDUCATION DEPARTMENT

BARTON SECONDARY SCHOOL

Evening School Staff

1984-85

Walls, Gordon	Principal
Fiddes, Hugh	Supervisor
Ages, Nell	Knitting & Crocheting
Bellamy, Frank	Cabinet Making
Ernst, George	Breadmaking
Galgani, Dino	Fun & Fitness
Hadall, Donald	Cabinet Making
Hudak, William	Typing - Refreser
James, Aleda	Microwave Cooking
Lawson, Joanne	Dancercize
Oikawa, Timothy	Drawing & Painting
Schilthuis, Karen	Bunka
Smith, Ann	Quilting
Stoneman, Reginald	Paper Tole

The Board of Education for the City of Hamilton

CONTINUING EDUCATION DEPARTMENT

SIR WINSTON CHURCHILL SECONDARY SCHOOL

Evening School Staff

1984-85

Woodland, William	Principal
Horback, Oscar	Supervisor
Allingham, Diane	Christmas Workshop
Beaudoin, Giles	Strength of Materials
Bradshaw, Theresa	Microwave Cooking
Casey, Norbert	Office Communications
Castle, Larry	Accounting
Cuff, Shirley	Cake Decorating
Esselment, Jack	Drafting
Gillie, Lynn	Knitting & Crocheting
Gray, Allison	English
Gregory, Scott	Calligraphy
Groves, Myrna	Conversational Spanish
Guther, Peter	Drafting
Jackson, Donald	Typing
Langman, Diana	Bunka
McInnis, Joanne	Photography
Misner, Wayne	Ironworker
More, Rita	Conversational French
Pagnini, Enid	Shorthand, Typing
Putns, Myrna	Watercolours
Roe, Nadine	Dressmaking
Sween, Matthew	English
Taravski, Zlatko	Strength of Materials
Vancas, Ivan	Chemistry
Zic, Carol	Stained Glass
Zoratti, Clelia	Flower Arranging

The Board of Education for the City of Hamilton

CONTINUING EDUCATION DEPARTMENT

DELTA SECONDARY SCHOOL

Evening School Staff

1984-85

Chantrell, Mary	Principal
Borthwick, John	Supervisor
Bryce, Robert	Machinist
Casciani, Juliano	Welding
Clair, Ann	Mathematics
Coles, Lidia	Man in Society
Currie, Leland	Biology
Davidge, Kenneth	English
Davies, James	Welding
Dawdy, Sadie	Machine Mathematics
Dowell, Dennis	Woodworking
Doyle, Phyllis	Typing
Garwood, Phillip	Mathematics
Gaspari, Louis	Chemistry
Grinberg, Valdis	Drafting
Hamouda, Mohamed	Mathematics
Healey, Susan	English
Hoytema, Janet	Sewing with Knits
Huskins, Frank	Mathematics
Jackson, Donald	Accounting
Marangoni, Arlene	Dressmaking
Merkley, Alfred	Blueprint Reading
Milanovich, Lily	World Politics
Milovanov, Zivko	Woodworking
Morissey, Louise	English
Noel, Hudson	Mathematics
Ozimok, John	Auto Mechanics
Phillips, Gordon	Physics
Pratt, Edward	Auto Mechanics
Quinn, Jamie	Typing
Robertson, John	Machinist
Simpson, Robert	Mathematics
Spademan, Wendy	English
Strub, Esther	Mathematics
Surat, Basdeo	English
Viola, Fritz	Mathematics

The Board of Education for the City of Hamilton

CONTINUING EDUCATION DEPARTMENT

GLENDALE SECONDARY SCHOOL

Evening School Staff

1984-85

Pounder, C. Benedict	Principal
Laidlaw, Robert	Supervisor
Anderson, Marianne	Cake Decorating
Davies, Lynn	Ballroom Dancing
Gretzky, Edward	Furniture Refinishing
Hursley, Glen	Cabinet Making
Marzec, Rose-Marie	Dressmaking
Matthews, Leslie	Auto Maintenance
McCullough, Doris	Knitting
Paull, Marilyn	Dancercize
Stacey, June	Microwave Cooking
VanKeulen, Ysbrand	Photography
Warren, Stephen	Golf
Wells, Susan	Drapes
Whaling, Gerald	Small Engines
Whitfield, Eleanor	Flower Arranging

The Board of Education for the City of Hamilton

CONTINUING EDUCATION DEPARTMENT

HILL PARK SECONDARY SCHOOL

Evening School Staff

1984-85

Kelly, Frank	Principal
Berendt, William	Supervisor
Farrell, Matthew	Auto Mechanics
Farrugia, Bruno	Welding
Farrugia, Maria	Interior Design
Fliss, Marian	Dressmaking
Harley, Ernest	Income Tax
Hashimoto, Kimiko	Typing
Hoffmann, Peter	Cabinet Making
Hollings, Joyce	Drapes & Machine Quilting
Horibe, Kay	Microwave Cooking
Hughes, Louise	Flower Arranging
Jones, Grace	Knitting & Crocheting
Knight, Dennis	Stained Glass
Leslie, James	Cabinet Making
Leslie, Mary	Dressmaking
Luckett, Alma	Christmas Workshop
Marshall, Margueritte	Cake Decorating
Murdy, Amy	Home Haircutting
Nagtegaal, Douglas	Outboards & Small Engines
Oddy, Allan	Picture Framing
Quinn, Louise	Dance Aerobics
Robertson, Alex	Ballroom Dancing
Treen, Lida	Gourmet Cooking

The Board of Education for the City of Hamilton

CONTINUING EDUCATION DEPARTMENT

SCOTT PARK SECONDARY SCHOOL

Evening School Staff

1984-85

Leedlae, Robert	Principal
Coombe, Barry	Supervisor
Aube, Arnel	Conversational French
Barclay, Joanne	History
Barker, Gary	E.A.S.L.
Benoit, Francoise	Biology
Colangelo, Anna	Conversational Italian
DiPietro, Albert	Physics
Douglas, James	Economics
Gallo, Robert	Mathematics
Greve, Erwin	Drafting
Groves, Myrna	Conversational Spanish
Henderson, Brian	Mathematics
Hicks, Lovina	Rug Hooking
Jacobson, Herb	Drafting
Klukach, James	Mathematics
Koeppe, Christa	Conversational German
Luby, John	Basic Reading & Writing
McMahon, Frank	Accounting
Morrison, Winston	French
Owen, Ray	Welding
Pederson, Charlotte	Grades 5-8
Poot, John	Auto Body
Rammo, Ingvar	Family Studies
Rees, Graham	English
Sampson, Mike	Auto Mechanics
Stack-Durward, Donna	Chemistry

The Board of Education for the City of Hamilton

CONTINUING EDUCATION DEPARTMENT

SHERWOOD SECONDARY SCHOOL

Evening School Staff

1984-85

Oneschuk, Stephen	Principal
Moore, Craig	Supervisor
Augustin, George	Accounting
Bielak, Wanda	History
Bradshaw, Theresa	Microwave Cooking
Chiarot, Valerie	Weight Training
Cook, William	English
Gray, Allison	English
Hudak, William	Typing
Knox, Paul	Mathematics
Lawson, Jo-Ann	Dancercize
Lumsden, Kathleen	Calligraphy
Lynott, Gayle	Typing
Mark, Rhoda	Chinese Cooking
Marlowe, Nelly	Accounting
Morrison, Gloria	English
Rulff, Magdalene	Dressmaking
Ryder, Edward	Electronics
Wisborg, Brenda	Mathematics

The Board of Education for the City of Hamilton

CONTINUING EDUCATION DEPARTMENT

WESTDALE SECONDARY SCHOOL

Evening School Staff

1984-85

Watson, J. Douglas	Principal
Hall, Bruce	Supervisor
Adams, Fred	Bridge
Bartus, Eugene	Woodcarving
Beach. T. Leroy	Mathematics
Benincasa, Anthony	Auto Maintenance
Betney, Joseph	Cabinet Making
Bryant, Garrett	Gourmet Cooking
Davies, Lynn	Ballroom Dancing
Easterbrook, Sandra	English
Fletcher, Irene	Gourmet Cooking
Flett, Janet	Microwave Cooking
Fraser, Robert	Auto Mechanics
Gibson, Bruce	Gardening
Horyn, Vera	Cake Decorating
Knight, Dennis	Stained Glass
Mychajluk, Michael	Upholstery
McCullough, Doris	Knitting & Crocheting
McLaughlin, Bryan	Tax Planning & Investment
O'Brien, Thomas	Cabinet Making I
Palmer, Thomas	Typing
Patterson, Brenda	Dancercize
Pfander, Barbara	History
Poole, William	Cabinet Making
Ratcliffe, Chantal	Conversational French
Scott, Wilfred	Electronics
Smyth, Brian	Cabinet Making
Stewart, Dorothy	Quilting
Storr, David	Photography
Taristano, Frances	Shorthand
Tkach, Edward	Accounting
Volterman, Jacqueline	Mathematics

The Board of Education for the City of Hamilton

CONTINUING EDUCATION DEPARTMENT

WESTMOUNT SECONDARY SCHOOL

Evening School Staff

1984-85

Russell, James	Principal
Joosse, Arthur	Supervisor
Lake, James	Assistant Supervisor
Anderson, Mary	Dressmaking
Barber, Paul	Appliance Repair
Bevaart, Jane	Dressmaking
Brown, Vivian	Typing
Clarke, Paul	Mathematics
Coles, Marilyn	Ballroom Dancing, Dancercize
Cunningham, Murray	Typing
Diatschyk, Bohdan	Guitar
Fauvelle, Colleen	Christmas Workshop
Ferry, Cathy	Calligraphy
Garcia, Irene	Conversational Spanish
Gerofsky, Gary	Mathematics
Hoytema, Janet	Sewing with KNits
Husband, Donald	Carpentry
Kuhn, Helga	Yoga
Lewis, Elizabeth	Yoga
MacLean, Jennifer	Office Communications
MacLeod, Audrey	ABCls of Decorating, Colour Analysis
MacNamara, Marie	Conversational French
Malcolm, Bonnie	Chinese Cooking
Marshall, Margueritte	Cake Decorating
Matsusaki, James	Upholstery
McIvory, Robert	Mathematics
Meester, Grace	Knitting & Crocheting
Milovanov, Zivko	Carpentry
Murray, Robert	Drawing & Painting
Nagtegaal, Clarence	Outboards & Small Engines
Neale, Rhonda	English
Northcott, Ronald	Stained Glass
Oulahen, Sharon	Total Communications
Pescetti, Sandro	Auto Mechanics
Popaleni, Kathleen	Yoga
Prince, Alexander	Cooking for Fun
Rambarran, Ronald	Chemistry
Repta, Lora	Dance Aerobics
Rides, Diane	Dancercize
Ruddle, Susan	English
Sehl, James	Motorcycle Mechanics
Skrzypkowski, Henry	Furniture Refinishing
Span, Jophie	E.A.S.L.

(continued)

The Board of Education for the City of Hamilton

CONTINUING EDUCATION DEPARTMENT

WESTMOUNT SECONDARY SCHOOL

Evening School Staff

1984-85

Stephan, Gordon	Photography
Thomson, Sherri	English
Vanderwal, Kenneth	Carpentry
Walpole, Marie	Stained Glass
Wilby, Leslie	Drawing & Painting
Yoshitomi, Kay	Japanese Flower Arranging

The Education Centre,
100 Main Street West,
Hamilton, Ontario,
1985 01 03.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

Re: Ontario Student Leadership Course

Each summer the Ministry of Education sponsors the Ontario Student Leadership Courses for students in secondary schools. Secondary students from our schools have been involved every year and have gained valuable skills that they have been able to apply in various leadership roles when they return to their schools.

In order to operate these courses, the Ministry of Education makes requests of Boards of Education across Ontario to provide the staff. This year there is a request for two of our staff members to be involved in the planning and instruction of this program during May and June 1985.

Recommendation:

That permission be granted for the release from teaching duties of Mrs. Linda Evans for one day and Mr. Robert Frame for eight days during May and June to be involved as staff members for the Ontario Student Leadership Courses.

Prepared and submitted by: Mr. K. A. Rielly, Superintendent of Operations

Approved by: Mr. A. J. Krever, Director of Education

Ontario

Ministry
of
Education

(416) 965- 5620

14th floor
Mowat Block
Queen's Park
Toronto, Ontario
M7A 2B4

November 21, 1984

Mr. A. J. Krever
Director of Education
Board of Education for
the City of Hamilton
Box 558
Hamilton, Ontario
L8N 3L1

Dear Mr. Krever:

In order for the Ministry of Education to prepare its staffing for the 1985 Ontario Student Leadership Courses, we seek your permission to consider staff from your board for the Courses and dates as per the attached list.

Please note, the names in capital letters are those persons we are considering for our administrative staff for whom authorization is of prime importance, so that plans can be made for a meeting to be held early in 1985.

As in past years, the Ministry of Education provides travel, accommodation and meal expenses as well as a nominal honorarium for after school and weekend responsibilities, but does not cover the cost of substitute teachers if these are required.

The co-operation of school boards during past years has been an indication of support for the educational gains through leadership courses for the students as well as the professional development benefits for participating staff.

.../2

An early response will assist us in providing the appropriate staff for 1985 O.S.L.C. programs.

Thank you for your anticipated support.

Sincerely,

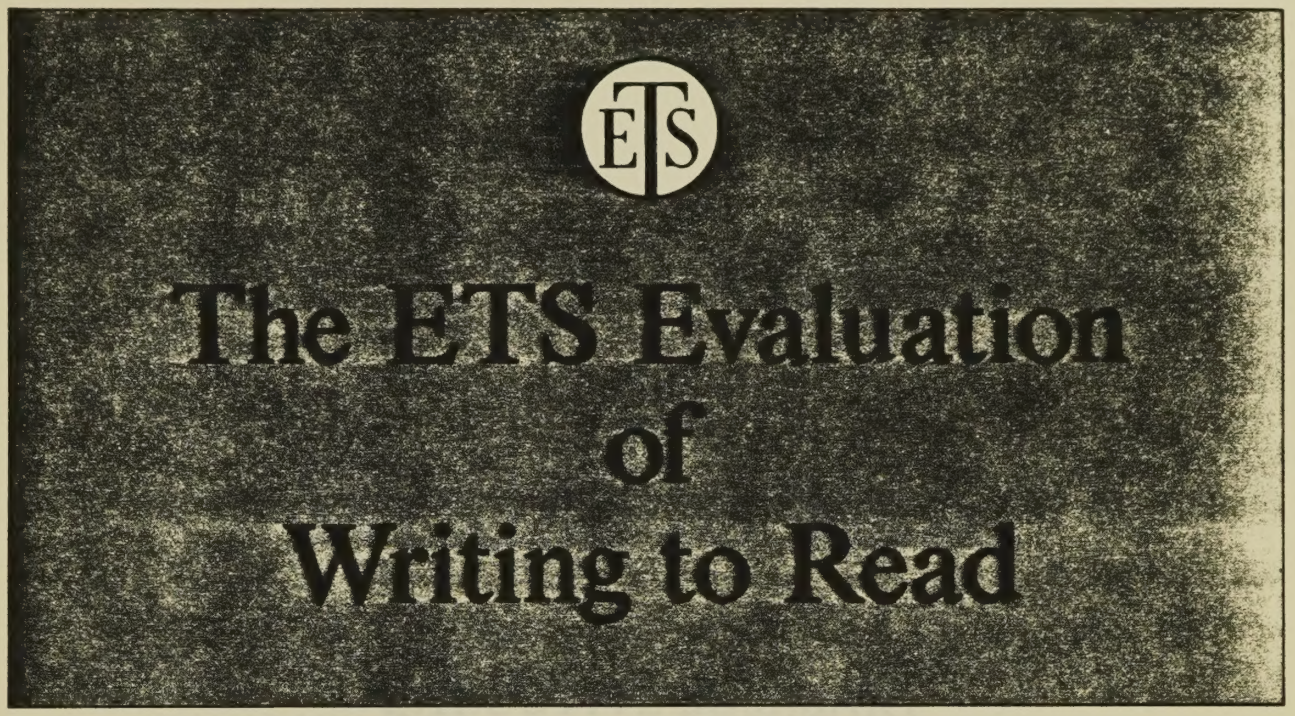
W. E. P. Fleck

W. E. P. Fleck
Director
Special Projects Branch

Enclosure

BOARD	COURSE	TEACHER	SCHOOL	PERIOD	DAYS
Mr. A. J. Krever Director of Education Hamilton Board of Education Box 558 Hamilton, L8N 3L1	July Athletics	LINDA EVANS	Scott Park S.S. 1055 King St. E. Hamilton, L8M 1E2	May 10/85	1
	June Athletics	Robert Frame	Albion V.S. 350 Albright Rd. Hamilton	May 10 (1) May 29-June 8 (7)	8

APPENDIX "A"



EXECUTIVE SUMMARY

July 1984

Educational Testing Service
Princeton, New Jersey

The ETS Evaluation of Writing to Read

EXECUTIVE SUMMARY

July 1984

Educational Testing Service
Princeton, New Jersey

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1505255

Writing to Read is an effective educational program. This conclusion was reached by ETS evaluation researchers on the basis of an extensive two-year evaluation of the program.

The ETS Evaluation

The ETS evaluation included observation of the program's functioning, questioning of teachers and parents, and testing of learning in reading, writing, and spelling. The evaluation covered more than 10,000 Kindergarten and Grade 1 students in 21 sites, and in the second year concentrated on a "core sample" of 3,210 students using Writing to Read and 2,379 comparison students in classes not using Writing to Read. Measures of performance included the standardized reading tests normally used in the participating districts, a professionally-graded sample of student writing, and a standardized list of spelling words.

The evaluation study used rigorous techniques of group comparison, "before-and-after" testing, and statistical analysis to sort out the effects of the program as compared to pre-existing differences in ability level. Whenever there were sufficient data, analyses were repeated on subgroups of students, such as males and females, black and white students, students of relatively higher and lower socioeconomic status, and students of relatively high and low initial achievement.

The project was led by Richard T. Murphy and Lola R. Appel, who are experienced and distinguished evaluation researchers. Murphy and Appel were selected for the American Educational Research Association's award for excellence of design for a project evaluating computer-aided instruction. They have also evaluated youth manpower training programs for the U.S. Department of Labor. Murphy is co-author of the *Encyclopedia of Educational Evaluation*, regarded as the primary reference resource in the field.

This report presents the major conclusions of the evaluation. The products of the evaluation also include a full documentation of the results.

Populations for statistical comparison were defined by these procedures:

A. The *Basic Populations* consisted of students in schools selected randomly from participating districts. These populations provide the most appropriate evaluation of Writing to Read under normal conditions of use. The schools were in their second year of implementation, and therefore had worked out early implementation problems. Since they were randomly sampled within districts, they were likely to be representative of typical schools within those districts.

B. The *Special Populations* consisted of three schools that were selected in order to target schools with low income and high minority populations. Their districts were represented by single sites, non-randomly chosen. Therefore, the results are less likely to represent typical schools in the districts.

C. The *New Participants* are schools randomly selected from districts participating for the first year.

Major Conclusions

Conclusion 1: Writing to Read Works

This conclusion is based on observations of classrooms by the evaluation team and on the teachers' reports. Some of the implementation difficulties normally expected with a complex technological innovation - especially with kindergarten students - either did not exist or were overcome early in the program.

- Students could handle the technology required: The IBM Personal Computers, the typewriters, the tape-recorders.
- Students could handle the movement from work-station to work-station.
- The system functions well as a system - a complex of interconnecting parts.

Conclusion 2: Children Learn with Writing to Read

On standardized reading tests, kindergarten and first grade Writing to Read students, on the average, progressed faster than the national norm samples. In the test series most commonly used by the participating sites, kindergarten students, on the average, increased by approximately 15 percentile points.

Pupil progress was charted as part of the normal functioning of the program. Chart 1 describes the writing levels used by teachers to describe the performance of Writing to Read students. Chart 2 presents percentages of students who had attained each level at three points

during the program's operation - near the beginning, middle, and end. The figures show steady progress, as indicated on Chart 3. By the end of the program, 72% of the students (those in categories III, IV, and V) had progressed beyond word-level writing to the production of phrases, sentences, and, in 15% of the cases, to developed writing, a level that is considerably in advance of normal expectations for beginning readers. These conclusions are supported by analysis of writing samples produced by students in Writing to Read and comparison students, as discussed in the next section.

Conclusion 3: Children in Writing to Read Write Better Than Comparison Groups

The heart of the ETS evaluation was a comparative study of Writing to Read as compared to schools in the same districts not using Writing to Read. The study was rigorous by design and statistical standards.

- "Before" and "after" performance for both Writing to Read and comparison groups was taken into account.
- Statistical controls were employed to rule out alternative explanations, such as differences in prior ability and socioeconomic status.
- Analyses were replicated district-by-district, so that a district's own standardized test results can be reflected. The cumulative results include performance on most of the standardized reading tests in use in school districts.

Because there are no commonly used tests of writing ability at kindergarten and grade 1, ETS conducted a special study of writing. Teachers collected writing samples from both Writing to Read and comparison students. They were sent to ETS, where they were scored by a procedure called *holistic scoring* - a procedure developed by ETS and used to grade essay examinations. The procedure involves these steps:

- Reading by a panel of teachers trained in the scoring process
- Pre-grading sessions to calibrate standards - to arrive at common standards based on agreed-upon criteria
- Multiple grading of each writing sample, with additional reading to resolve conflicts

The graders read the writing samples "blind." They did not know from which group a writing sample came.

Chart 4 shows the overall results. The scores are on a 12 point scale (the sum of two raters, assigning from 0 to 6 points each).

In *kindergarten*, the mean ratings for all students were as follows:

Writing to Read 4.5
Non-Writing to Read 3.1

Comparable results from *first grade* were as follows:

Writing to Read 6.6
Non-Writing to Read 4.9

A special group of Writing to Read "graduates" also was included. These writers are first grade students who had Writing to Read in kindergarten. The comparison group are first graders who did not have Writing to Read in kindergarten. These were the results:

Writing to Read "graduates" 6.5
Non-Writing to Read "graduates" 5.7

All of these results indicate that students from Writing to Read write better than comparison groups. Are the results statistically significant?

Statistical significance tests were done for populations that had the same pretest standardized test scores. The kindergarten and the first grade results are shown in Chart 5. "Positive" means that Writing to Read students performed significantly better than comparison students. "Equal" means that the groups were not significantly different. In 11 of the 15 comparisons there was a statistically significant difference in favor of the Writing to Read students. In no case was there a statistically significant difference in favor of comparison students.

Do these results hold up for specific groups of students? We examined differences between Writing to Read and comparison group students in the following subgroups:

- Male and female students
- Black and white students
- High socioeconomic status and low socioeconomic status students
- High initial-ability and low initial-ability students

The results in favor of Writing to Read held up consistently in all subgroups.

In summary, ETS collected some 6,000 writing samples from both Writing to Read an Non-Writing to Read children. Writing to Read children clearly surpass comparison students in writing performance. This appears be to true across both kindergarten and first grade, in groups of children who completed Writing to Read last year, and across differing populations based on sex, race, and socioeconomic status. When we adjusted differences for initial skills of Writing to Read and Non-Writing to Read children, the Writing to Read children still perform significantly better than their peers.

Conclusion 4: In Reading, Kindergarten Writing to Read Students Have A Significant Advantage Over Comparison Students. In Grade 1, Writing to Read Students Compare Favorably with Other Students

Chart 6 presents comparative results on standardized reading tests. The populations are those that had the pre- and post-test data on the same nationally standardized tests. All differences that are significant are in favor of the Writing to Read students. Results were replicated in subgroups of male and female students, black and white students, high and low socioeconomic status, and high and low performing students.

Conclusion 5: Writing to Read Students Perform As Well As Other Students on Spelling

Because Writing to Read uses special spelling, there has been concern about whether students in the program learn correct spelling patterns. The developer reports that any initial problems that students may have are self-corrected as students learn correct spelling patterns. A special analysis of spelling was addressed to this question. A subsample of both kindergarten and first grade students were given a spelling test of ten words each. The items were systematically selected to be grade-appropriate, to cover a variety of spelling patterns, and to cover an appropriate range of difficulty.

The results are presented in Chart 7. Group means show that Writing to Read students perform as well as Non-Writing to Read students in spelling.

Kindergarten means:

Writing to Read 3.1
Non-Writing to Read 3.0

First grade means:

Writing to Read 6.3
Non-Writing to Read 6.0

At the kindergarten level, Writing to Read students tended to make more mistakes than Non-Writing to Read students on "silent-e" words (*ride, made, home, name*). At the end of first grade, Writing to Read students made fewer mistakes than Non-Writing to Read students on all but one of the ten words (*feet*). First grade Writing to Read students performed slightly better than Non-Writing to Read students on a list of words that included the following:

- A "silent e" word: *ride*
- Non-phonetically spelled words: *could, they*
- Multi-syllable words: *anything, together*
- Words with consonant blends: *pretty, tree*

Conclusion 6: Teachers Respond Positively to Writing to Read

Chart 8 displays information provided by teachers using Writing to Read and, where relevant, teachers not using Writing to Read. The evaluative comments are consistently positive. In addition, several comparisons between Writing to Read and Non-Writing to Read teachers deserve special mention.

- More than 80% of Writing to Read teachers report their students are *writing better than students in previous classes*. The comparable figure for comparison teachers is 30%.
- More than 60% of the Writing to Read teachers (as compared to 44% of comparison teachers) report that students are *reading better than students in previous classes*.
- Teachers using Writing to Read are more likely than comparison teachers to say they are spending more time on writing (88%) and on reading (61%) than in previous years. Comparable responses for comparison group teachers are 33% for reading and 41% for writing.
- Writing to Read teachers report that students devote well-balanced amounts of time to a variety of instructional activities in reading and writing. Writing to Read students are reported *more likely* than comparison students to spend a great deal of time on creative writing, and *less likely* to spend a great deal of time on phonic and structural analysis.

Conclusion 7: Parents Respond Positively to Writing to Read

Chart 9 presents responses by parents of Writing to Read and Non-Writing to Read students.

- Parents like Writing to Read and report that their children like it.
- Ninety-three percent of parents hope their school will continue to use the Writing to Read program.
- Parents of Writing to Read children report greater progress in *reading* as compared to parents of comparison children.
- Parents of Writing to Read children report greater progress in *writing* than parents of comparison students.
- More parents of Writing to Read students report evidence of reading and writing skills seen at home. In particular, the greatest difference observed is on writing words and stories: 15% more Writing to Read parents than comparison group parents report such behavior at home.

Chart 1. Writing Levels

Level I: Rudimentary Writing

- Writes own name
- Reproduces some words from recall

Level II: Early Understanding of Sounds and Spelling

- Writes some new words phonetically
- Produces conventionally accepted letters and groups of letters to represent sounds

Level III: Beginning Phrases and Sentences

- Shows understanding of relationships between words in a group of words
- Has a sense of the phrase or sentence as a complete unit of discourse

Level IV: Patterns and Sequence Expressions

- Shows a rudimentary understanding of time and tense
- Shows an understanding of the relationships between phrases and/or sentences in a group of phrases and/or sentences
- Reproduces a simple story

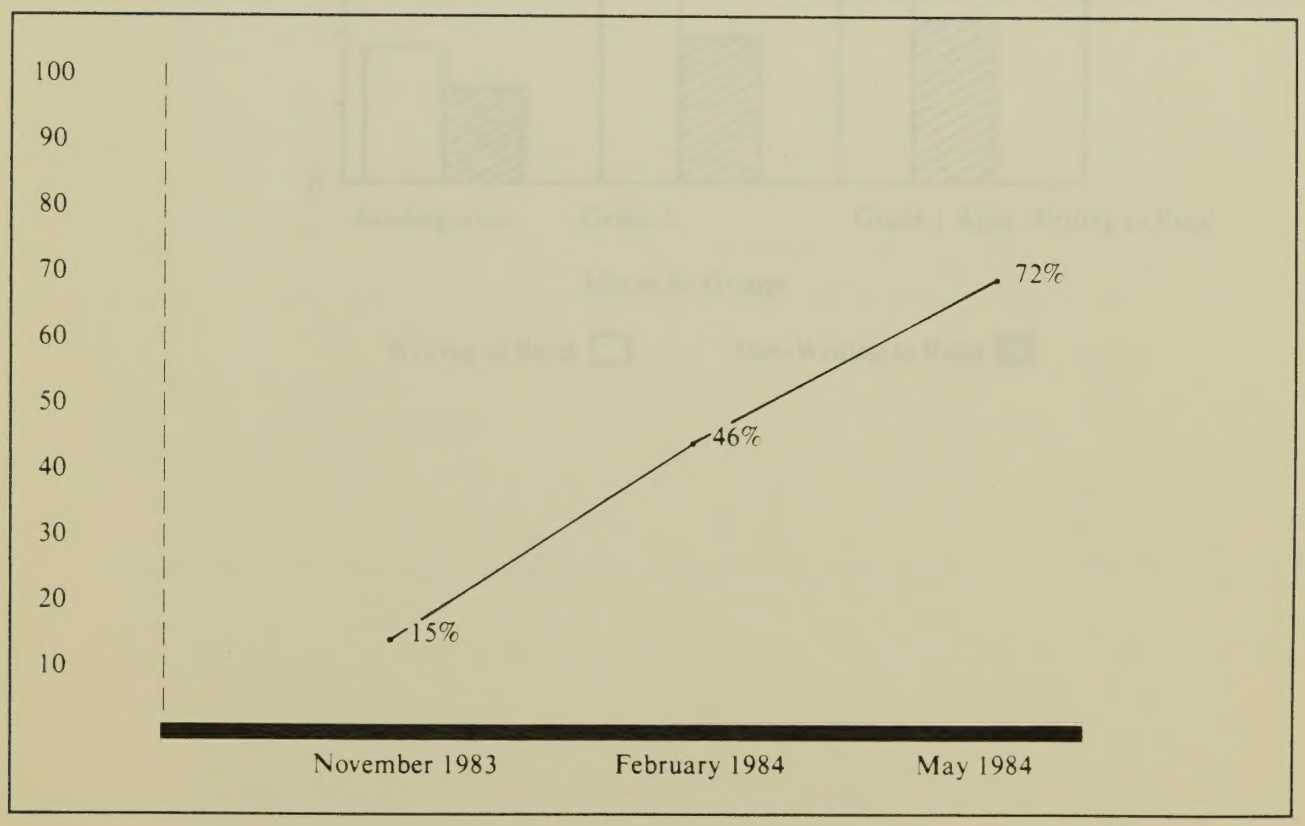
Level V: Developed Writing

- Presents a piece of writing with an opening and a conclusion
- Employs a recognizable pattern of organization
- Introduces detail as appropriate

Chart 2. Student Progress Reporting System

Writing Levels Percent of students reported at highest level of writing ability at date of reporting			
Writing Level	**November 1983**	**February 1984**	**May 1984**
I	71.4	38.2	11.1
II	12.8	25.9	17.0
III	11.2	21.7	30.0
IV	4.4	9.8	27.4
V	0.2	4.5	14.6

Chart 3. Percent of Students in Writing Levels III, IV, and V



Source: Student progress reports made by teachers

Chart 4. Writing Ability Ratings

	Writing to Read	Non-Writing to Read
Kindergarten	4.50	3.10
Grade 1	6.60	4.90
Grade 1 after Writing to Read	6.50	5.70

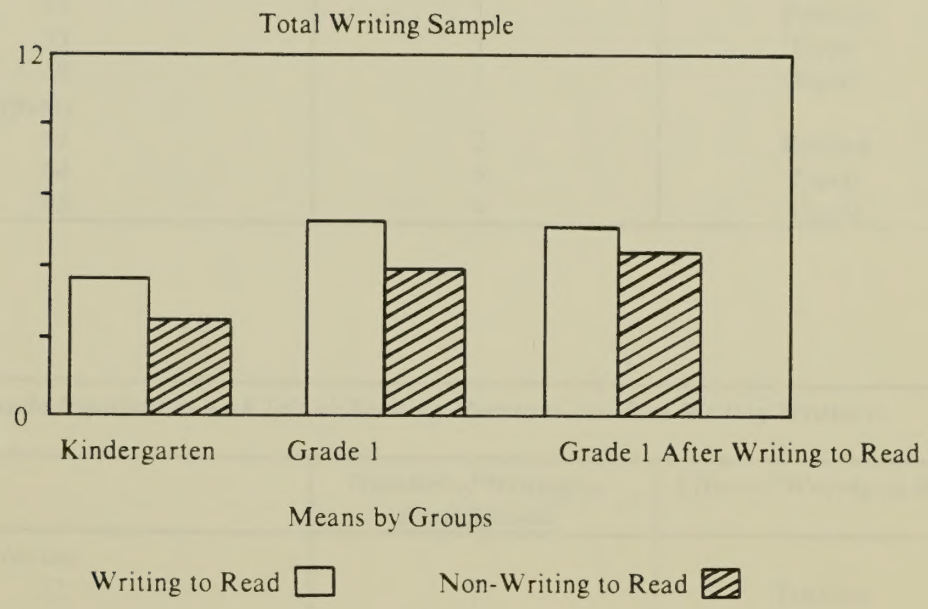


Chart 5. Writing Achievement

Kindergarten Populations with Initial Reading Measures and Post Writing Measures		
Population	*Number of Writing to Read Schools*	*Effect of Writing to Read*
A. *Basic Populations*		
54	6	Positive
55	1	Positive
56	2	Positive
60	4	Positive
62	1	Positive
B. *Special Populations*		
51	1	Positive
53	1	Equal
59	1	Equal
C. *New Participants*		
63	2	Positive
64	5	Equal
65	4	Equal

First Grade Populations with Initial Reading Measures and Post Writing Measures		
Population	*Number of Writing to Read Schools*	*Effect of Writing to Read*
A. *Basic Populations*		
52	1	Positive
B. *Special Populations*		
(None in this analysis)		
C. *New Participants*		
63	2	Positive
65A	4	Positive
65B	4	Positive

Chart 6. Reading Achievement

Kindergarten Populations with Pre- and Post-Reading Measures		
Population	*Number of Writing to Read Schools*	*Effect of Writing to Read*
A. *Basic Populations*		
54	6	Positive
55	1	Positive
56	2	Positive
60	4	Positive
62	1	Positive
B. *Special Populations*		
51	1	Equal
53	1	Equal
59	1	Equal
C. *New Participants*		
63	2	Positive
64	5	Equal
65	4	Positive

First Grade Populations with Pre- and Post-Reading Measures		
Population	*Number of Writing to Read Schools*	*Effect of Writing to Read*
A. *Basic Populations*		
52	1	Equal
B. *Special Populations*		
59	1	Equal
C. *New Participants*		
63	2	Equal
65A	4	Equal
65B	4	Equal

Chart 7. Spelling: % Correct

	Kindergarten			*First Grade*		
		Writing to Read	*Non-Writing to Read*		*Writing to Read*	*Non-Writing to Read*
	Word	*N=575*	*N=503*	*Word*	*N=690*	*N=577*
1.	Feet	12	14	Feet	82	84
2.	Ride	10	18	Ride	76	71
3.	Made	8	18	Could	35	30
4.	Was	17	24	Fun	91	87
5.	Cut	29	26	Good	91	90
6.	Fun	51	37	They	66	64
7.	Big	50	40	Tree	83	79
8.	Home	15	19	Anything	33	28
9.	Yes	58	55	Pretty	31	29
10.	Name	56	61	Together	46	38

Chart 8. Responses from Teacher Questionnaires

	Writing to Read	*Non-Writing to Read*
How do you feel about Writing to Read?		
Like it very much	34%	--
Like it	44%	--
Not sure	10%	--
Dislike it	11%	--
Dislike it very much	2%	--
How would you rate its overall effectiveness?		
Very effective	28%	--
Effective	54%	--
Not sure	13%	--
Ineffective	6%	--
Very Ineffective	0%	--
How do you think the progress in READING of MOST of your students compares to the progress in READING of your students in previous years?		
Are reading better than students in previous classes	57%	44%
Are reading about the same as students in previous classes	36%	52%
Are not reading as well as students in previous classes	5%	1%
Have no opinion	2%	3%
How do you think the progress in WRITING of MOST of your students compares to the progress in WRITING of your students in previous years?		
Are writing better than students in previous classes	83%	31%
Are writing about the same as students in previous classes	13%	56%
Are not writing as well as students in previous classes	3%	6%
Have no opinion	2%	6%

Chart 8. Responses from Teacher Questionnaires (cont.)

	Writing to Read	*Non-Writing to Read*
How does the amount of time you spend on reading compare with the amount you spent in previous years?		
Am spending more time on reading than in previous years	61%	33%
Am spending about the same amount of time as in previous years	37%	63%
Am spending less time on reading than in previous years	4%	6%
How does the amount of time you spend on writing compare with the amount you spent in previous years? (Original rather than handwriting)		
Am spending more time on writing than in previous years	88%	41%
Am spending about the same amount of time as in previous years	13%	53%
Am spending less time on writing than in previous years	0%	6%
What kind of feedback have you had from parents about Writing to Read?		
Very positive	26%	--
Positive	62%	--
Have had no feedback	9%	--
Negative	3%	--
Very negative	0%	--
Activities at which "a typical child in your classroom spends a great deal of time."		
Reading aloud	17%	30%
Reading silently	24%	21%
Creative writing	45%	12%
Developing a sight vocabulary	37%	42%
Learning word meanings	33%	38%
Phonic/structural analysis	59%	71%
Penmanship	29%	30%

Chart 9. Responses from Parent Questionnaires

		Writing to Read	*Non-Writing to Read*
How do you feel about Writing to Read?			
Like it very much		56%	--
Like it		29%	--
Not sure		12%	--
Dislike it		2%	--
Dislike it very much	(Less than)	1%	--
How do you think your child feels about Writing to Read?			
Likes it very much		77%	--
Likes it		19%	--
Not sure		2%	--
Dislikes it		2%	--
Dislikes it very much	(Less than)	1%	--
How do you think your child's progress in READING compares to your other children's at this grade level? (Percentages of parents with older children)			
Is doing better than my older children did		58%	34%
Reads about the same as my older children did		25%	38%
Is not doing as well as my older children did		12%	8%
Have no opinion		8%	9%
How do you think your child's progress in WRITING compares to your other children's at this grade level? (Percentages of parents with older children)			
Is doing better than my older children did		53%	33%
Writes about the same as my older children did		30%	44%
Is not doing as well as my older children did		9%	16%
Have no opinion		8%	7%
What evidence of your child's reading and writing skills have you seen at home?			
Leaves notes around the house		48%	41%
Reads signs, labels, books, other materials		80%	74%
Wants to be read to		69%	69%
Wants to do his/her own reading		67%	62%
Wants to read to other people		57%	50%
Writes words and stories		67%	52%
Shares school work and wants to read it		71%	65%

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1985 01 03.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

PART I

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That Mr. Dave Lowden, Vice-Principal, Scott Park Secondary School, be seconded as an Administrative Assistant to the Business Office, effective 1985 02 01 to 1985 08 31, in order to assist in the conversion of the existing Student Information System.

(b) That Mr. Lee Aurini, Vice-Principal, Delta Secondary School, be seconded to the Ministry, effective 1985 02 01 to 1985 03 31, to take part in the O.S./I.S. Ministry Review.

(c) That Mr. Paul Gordon be appointed to the position of Acting Consultant of Business Education, effective 1985 02 01, with salary according to schedule.

(d) That Mr. Tad Kiedron be appointed to the position of Learning Resource Teacher - Vocational, effective 1985 01 21, with salary according to schedule.

(e) That the following teachers be appointed to the Permanent Staff, effective 1985 02 01, with salaries according to schedule:

Miss Janis Allen

Mrs. Catherine Haggerty

Mr. Albert Litkowski

Miss Mary Rinas

Mrs. Barbara Swan

(f) That Mr. Anthony Viola be appointed to the Permanent Staff, effective 1985 02 15, with salary according to schedule.

(g) That the following teachers be appointed to the Probationary Staff, effective as shown, with salaries according to schedule:

Miss Johann S. Cooper, 1985 01 21

Mr. Lee Emery, 1985 02 01

Mrs. Audrey Richardson, 1985 02 04

(h) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Mrs. Barbara Jarrett, 1984 10 24 to 1984 12 07

Mr. John C. Kirkland, 1984 11 12 to 1984 12 21

Mrs. Edith Laird, 1984 11 21 to 1985 01 31 (4/6 timetable)
1985 02 01 to 1985 04 30 (6/6 timetable)

Mrs. Valerie Lowrey, 1984 12 03 to 1985 05 03

Mrs. Susan Ruddle, 1984 11 15 to further notice (4/6 timetable)

(i) That Mrs. Arlene Charters' return from Leave of Absence, approved at the December Meeting, be changed to become effective 1985 02 01.

(j) That the following teachers be returned from Leave of Absence and assigned teaching duties, effective as shown:

Mrs. Irene Kay, 1985 02 04

Mrs. Myra Woods, 1985 02 01

(k) That the request of Mrs. Anne Brown for a Maternal Leave of Absence, effective 1985 02 04 to 1985 05 31, be granted in accordance with conditions governing Maternal Leave and that this Leave be followed by a Leave of Absence for Personal Reasons until 1985 08 31.

(l) That the resignation of Mr. Richard Barnick, effective 1985 01 31, be accepted with regret.

(m) That the timetables of the following teachers be changed as shown, effective 1985 02 01:

Mr. Dino Crapsi, from 3/6 time to 6/6 time

Mrs. Kathryn Doey, from 3/6 time to 6/6 time

Mr. James Douglas, from 3/6 time to 6/6 time

Mrs. Kathryn McCarroll, from 3/6 time to 6/6 time

Mrs. Maryellen Rankin, from 3/6 time to 6/6 time

Mr. Michael Szkwara, from 3/6 time to 6/6 time

Mrs. Ann-Marie Wilson, from 3/6 time to 6/6 time

(n) That this Board approve an Overseas Trip for students from 1985 03 07 until 1985 03 16 to London, England and make arrangements with the appropriate organizations to implement this trip.

(o) That the request for Mrs. Ellen K. MacAskill for Overseas Exchange with Australia for January 1986 to December 1986 be approved, subject to the condition that a suitable exchange teacher from Australia be arranged through the Ministry of Education.

(p) That the following trips be approved:

i. Crestwood, Grade 11, Geography, Rockwood, 1985 05 29-31 (Wednesday to Friday)

ii. Delta, Grades 9-13, Hockey Team, Ottawa, 1985 02 06 to 1985 02 10 (Wednesday to Sunday)

iii. Scott Park, Grades 9-13, Basketball Team, Orillia, 1985 02 09 (Saturday)

iv. Sherwood, Grades 9-12, Basketball Team, Orillia, 1985 02 08-09 (Friday to Saturday)

Superintendent of Curriculum and Special Services:

(a) That two secondary school teachers of English attend the "Reading '85 Conference" to be held at Toronto, Wednesday, 1985 02 20 to Friday, 1985 02 22, and that $110.00 each be paid towards registration and expenses.

(b) That three secondary school teachers attend the "Reading for the Love of It Conference" to be held at Toronto, Wednesday, 1985 02 13 to Friday, 1985 02 15, and that $80.00 each be paid towards registration and expenses.

(c) That one secondary school (composite) teacher attend the "Contact Ontarois 1985 Conference" to be held at Ottawa, Thursday, 1985 04 11 to Sunday, 1985 04 14, and that expenses be paid according to policy.

(d) That two secondary school vocational assistants and six secondary school (composite) vice-principals attend the "Rare Bird Conference" to be held at Toronto, Wednesday, 1985 01 16 to Friday, 1985 01 18, and that $225.00 each be paid towards registration and expenses. (Staff Development)

(e) That four secondary school (composite) teacher-librarians attend the "Ontario School Library Association Ideashop" to be held at Toronto, Friday, 1985 02 08 and Saturday, 1985 02 09, and that the registration fee of $85.00 each be paid.

(f) That five secondary school principals and one vice-principal attend the "Ontario Secondary School Headmasters' Conference" to be held at Windsor, Wednesday, 1985 02 20 and Friday, 1985 02 22, and that expenses be paid according to policy. (Staff Development)

(g) That one secondary school (vocational) teacher librarian attend the "Ontario School Library Association Ideashop" to be held at Toronto, Thursday evening, 1985 02 07 to Saturday, 1985 02 09, and that the registration fee of $125.00 be paid.

(h) That one secondary school (composite) teacher attend the "A.E.F.O. Librarians Conference" to be held at Ottawa, Thursday, 1985 01 31 to Saturday, 1985 02 02, and that expenses be paid according to policy.

(i) That one secondary school (composite) teacher attend the "Chrysler Updating Workshop" to be held at Mississauga, Wednesday, 1985 01 09 to Friday, 1985 01 11, at no cost to the Board.

Associate Superintendent of Curriculum and Special Services

(a) That the appointment of the supervisory and teaching staff for the Evening and Day Classes, English as a Second Language classes, Linking of Needs and Resources classes (L.O.N.A.R.), and the Joint Apprentice Training Committee classes (J.A.T.C.) be approved as presented for the year 1984-85.

Respectfully submitted,

A. J. Krever,
Director of Education

A G E N D A

EDUCATION MANAGEMENT COMMITTEE

CA4 ON HBL W26
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1985

1985 02 05

Confirmation of the minutes of the last regular and special meetings of 1984 12 18 and 1985 01 17.

GENERAL

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Project Interface - Request for Funds.
3. Report from the Officials re: Addiction Research Foundation.
4. Report of the Special Education Advisory Committee.

PART II

BUSINESS ARISING OUT OF THE MINUTES:

1. Administration Report - French Immersion - enrolment statistics.

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Summer School Program - English As A Second Language for New Canadians.
3. Research Request - Dr. Peter Rosenbaum.
4. Request for Sabbatical Leave - L. Scott.
5. Report of the Trainable Retarded Children's Advisory Committee.

PART I

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Summer School Program - English As A Second Language for New Canadians.
3. Review of the Co-op Programme.
4. Report of the French Language Advisory Committee.

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1985 02 05

To the Chairman and Members,
Education Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

(a) That one Area Superintendent attend the "Adults in Schools Conference" to be held at London, Ontario, Wednesday, 1985 04 17 to Friday, 1985 04 19, and that expenses be paid according to policy.

Superintendent of Curriculum and Special Services

(a) That five Curriculum representatives attend the "Educational Computing Organization of Ontario Conference" to be held at Toronto, Wednesday, 1985 04 24 and Friday, 1985 04 26, and that $210 each be paid towards registration and expenses.

(b) That the action of the Superintendent of Curriculum and Special Services in permitting the Supervisor of Business Education to attend a 10 week "Microcomputer Spread Sheets Course" at Mohawk College, commencing Tuesday evening, 1985 01 15, and that the registration fee of $25 be paid, be approved.

(c) That one Media Services Consultant attend the "Film Showcase" to be held at Geneva Park, Monday, 1985 04 15 to Friday, 1985 04 19, and that $225 be paid towards registration and expenses.

(d) That the Supervisor of Geography attend the "Connections Conference" to be held at Toronto, Thursday, 1985 04 18 to Saturday, 1985 04 20, and that the registration fee of $200 be paid.

(e) That the Supervisor and one Consultant of Languages attend the "Audit '85 Conference" to be held at Toronto, Friday, 1985 02 15, and that $88 each be paid towards registration and expenses.

(f) That the Supervisor of Science attend the "Tenth Annual Science Teachers' Seminar" to be held at Chalk River, Thursday, 1985 04 11 to Saturday, 1985 04 13, and that $250 be paid towards registration and expenses.

(g) That one Mathematics Consultant attend the annual conferences of the "National Council of Supervisors of Mathematics" and the "National Council of Teachers of Mathematics" to be held at San Antonio, Texas, from Monday, 1985 04 15 to Saturday, 1985 04 20, and that expenses be paid according to policy.

(h) That clause (d) of the January minutes be changed to read, "that six supervisors of curriculum and instruction attend the 'Coaching in Curriculum Workshop' to be held at St. Catharines, Tuesday, 1985 02 05, and that the registration fee of $15 each be paid".

(i) That the Supervisor and Consultant of Languages, attend the "Ontario Modern Languages Teachers' Conference" to be held at Toronto, Friday, 1985 03 22 and Saturday, 1985 03 23, and that $100 each be paid towards registration and expenses.

Associate Superintendent of Curriculum and Special Services

(a) That the Supervisor of Special Education attend the seminar on "A Co-operative Approach to Quality Special Education in the 80's and Beyond" to be held at Toronto, Wednesday, 1985 02 13, and that $80 be paid towards the cost of registration and expenses.

(b) That one Adjustment Counsellor attend the weekly Advanced Seminar on Pastoral Counselling Education being held for 24 weeks and that $200 be paid towards the cost of registration.

(c) That the Supervisor of Continuing Education attend the Adults in School Conference to be held in London, Ontario, Wednesday, 1985 04 17 to Friday, 1985 04 19, and that his expenses be paid according to policy.

(d) That four staff members of the Adjustment Services Department attend the International Association of Pupil Personnel Workers Second Annual Professional Development Workshop to be held at Toronto, Friday, 1985 02 08, and that the registration fee of $15 each be paid.

(e) That one Psychological Consultant attend the conference sponsored by the Ontario Association for Children with Learning Disabilities to be held in Toronto, Thursday, 1985 04 25 and Friday, 1985 04 26, and that $160 be paid towards the cost of registration and expenses.

Respectfully submitted,

A. J. Krever,
Director of Education.

-as

(h) That clause (d) of the Summary minutes be changed to read, "that mis-
cellaneous of supervisors and instructors attend the Conference in Supervision
Workshop" to be held at St. Catharines, January, 1961 (c. 3), and that the remu-
neration for of $15 will be paid".

(i) That the Supervisor and Consultant of Languages, attend the "Ontario
Modern Languages Teachers' Conference" to be held at Toronto, February,
1961 (c. 32 and attendance, 1960 (c. 3)), and that $100 each be paid towards reg-
istration and expenses.

Respecting Superintendent of Guidance and Special Services

(j) That the Superintendent of Special Education attend the seminar on "A
Co-operative Approach to Quality Secondary Education in the 60's and Beyond" to
be held at Toronto, November, 1960 (c. 13), and that $40 be paid towards the
cost of registration and expenses.

(k) That one additional Counsellor attend the weekly Advanced Seminar on
Pupil Personnel Administration being held for 24 weeks and that $250 be paid
towards the cost of registration.

(l) That the Supervisor of Continuing Education attend the courses in
Adult Conferences to be held in London, Ontario, Wednesday, 1960 (c. 17) to
Friday, 1960 (c. 19), and that his expenses be paid according to policy.

(m) That four staff members of the Attendance Services Department attend
the International Association of Pupil Personnel Workers Second Annual Interna-
tional Development Workshop to be held at Toronto, February, 1960 (c. 7), and that
the registration fee of $25 each be paid.

(n) That one Psychological Consultant attend the conference sponsored by
the Ontario Association for Children with Learning Disabilities to be held in
Toronto, February, 1960 (c. 3) and February, 1960 (c. 26), and that $150 be paid
towards the cost of registration and expenses.

Respectfully submitted,

S. G. Ferguson,
Director of Education.

1985 01 16

To The Chairman and Members,
Education Management Committee,
The Board of Education for
the City of Hamilton.

Ladies and Gentlemen:

Background to Interface

Over the past four years, the five major educational jurisdictions in this area under the aegis of the Ministry, have joined together in the field of English to create Interface (see attached) and its successor, the Hamilton-Wentworth Association of English Educators. At present, the Ministry is assessing the feasibility of implementing, province-wide, some of the recommendations of the Interface Study.

The Ministry funded Interface to the sum of $10,000 and each jurisdiction helped by releasing personnel.

Consequences of Interface

Results of this organization's objectives have been:

- the first ever Hamilton-Wentworth common P.A. day (October 1983),
- the creation of a governing body of H.W.A.E.E. which is more an extension of the jurisdictions than federation centred groups,
- responses were sent to the Ontario Academic Courses (gr. 13),
- recommendations were sent to the Ministry,
- strong, positive interaction has taken place between personnel from the five jurisdictions,
- specific courses in English at Mohawk have been developed in connection with Interface recommendations,
- post-admission testing of English is being explored at McMaster.

Request for Financial Support

The members of the Hamilton-Wentworth Association of English Educators are asking each jurisdiction to financially help with a contribution of $500.00 each which is needed:

- to provide speakers for two major meetings in February and May 1985,
- to issue a twice-yearly newsletter,
- to develop workshops and teacher exchange programmes,
- to support the sharing of teaching materials.

Recommendation:

In order to support an active area organization whose goals are the improvement of teaching aims, and methodology and the implementing Ministry aims, we recommend:

That the Hamilton Board of Education contribute $500.00 in support of the Hamilton-Wentworth Association of English Educators.

Prepared by: Joan Morse, Administrative Assistant, Curriculum & Special Services
Submitted by: Clare G. W. McKague, Superintendent, Curriculum & Special Services
Approved by: A. Krever, Director of Education.

McMASTER UNIVERSITY

The Board of Education for the City of Hamilton

Mohawk College of Applied Arts and Technology

INTERFACE

(Liaison Project in English: Secondary/Post-Secondary)

In 1977 the provincial Secondary/Post-Secondary Interface Study which focused on the transition from secondary to post-secondary levels of education was released. It showed the need for a greater degree of communication and co-operation at the interface with curriculum practices cited as the area most in need of examination. This conclusion led to the formation of a Steering Committee to investigate alternative models for promoting communication between the secondary and tertiary levels of education.

On May 15, 1981, H.K. Fisher, Deputy Minister of Education, outlined provincial plans for establishing four pilot projects in Ontario arising out of the 1977 Secondary/Post Secondary Interface Study. Two pilot projects for the province were proposed in English one in mathematics and one in Français.

In a paper entitled, A Plan of Action for Curriculum Liaison at the Secondary/Post-Secondary Interface, the Executive Committee from the Ministries stated the purpose of the projects:

> **Each of the pilot groups will examine and articulate curriculum practices in a subject area on both sides of the interface, with intent to promote greater understanding and collaboration among educators. It is hoped that this exchange of ideas will lead to better co-ordination between both courses and student achievement expectations at the two levels.**

In his letter to Arnold Krever, Director of Education, Dr. Fisher requested that the Hamilton Board of Education accept responsibility for the leadership of a pilot project in English to be conducted in the Hamilton area that would include: McMaster University, Mohawk College, the Hamilton-Wentworth Roman Catholic Separate School Board, the Wentworth County Board of Education and the Board of Education for the City of Hamilton.

On June 2, 1981, Mr. Krever received board endorsement for his recommendation that:

> **The Hamilton Board of Education accept the invitation of the Ministry of Education to assume the leadership role for the English Interface Project in the Hamilton region.**

The committee reported to the Ministry subsequently and was congratulated by Ministry officials for an outstanding submission.

Hamilton, Ontario
L8N 3L1
1985 01 30

To the Chairman and Members
Education Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

RE: REQUEST FOR COOPERATION WITH THE ADDICTION RESEARCH FOUNDATION TO CONTINUE A PROVINCE-WIDE SURVEY OF STUDENTS' ALCOHOL AND DRUG USE

The Addiction Research Foundation is requesting that the Hamilton Board of Education participate again in the next phase of a province-wide survey of students' alcohol and drug use study beginning in February, 1985. As in the previous surveys, a sample of students from throughout Ontario will be surveyed regarding their exposure to drug education, their awareness and use (if any) of drugs, and problems experienced as a result of drug use. The researchers are requesting that they be allowed to survey ten Grade seven classes, and fourteen Grade eleven classes within the jurisdiction of the Hamilton Board of Education.

The questionnaire, designed in collaboration with consultants from the Survey Research Centre at York University, will require approximately 35 minutes of class time to administer. Individual responses provided by the students will remain completely confidential since names are not recorded on the survey questionnaire. Similarly, because the results are largely analyzed on an aggregate basis, classes, schools and boards alike retain their anonymity. Student participation will, of course, be voluntary and anonymous.

Previous research has allowed The Addiction Research Foundation to study trends in the use of tobacco, alcohol and other drugs and to develop educational programs (e.g. "Alcohol Education - Ten Lesson Plans") which have been distributed and well received by educators throughout the province. Other educational materials will be developed, based on the findings of the 1985 survey and other research.

Information from earlier studies has been useful to educators particularly in the area of program planning. Following the completion of the 1985 survey, province-wide findings will be distributed to participating boards.

It is recomended that:

That Hamilton Board of Education continues to cooperate with the Addiction Research Foundation and participate in the administration of a province-wide survey of students' alcohol and drug use.

Prepared and submitted by: P. S. Beveridge, Associate Superintendent of Curriculum & Special Services

Approved by: A. J. Krever, Director of Education

REPORT OF THE

SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Mrs. M. Baskin (Chairman);
Trustee Mulholland; Mesdames Airth, Bishop, Rudderham and Tilbury; Messrs. Byron, Desmarais and McHenry; Drs. Brennan, Newberry and Rosenbaum.

Also Present: Trustees Clarke and Van Horne;

Officials Present: Mr. J. Penner (Deputy Business Administrator),
Mr. P. Beveridge (Associate Superintendent of Curriculum & Special Services),
Mr. B. Adams (Supervisor, Special Education),
Mrs. E. Pease (Administrative Assistant to the Director),
Mrs. C. Jennings (Consultant, Learning Resource Program).

The Committee recommends:

GENERAL

(a) That Mrs. Marjorie Baskin be Chairman of the Special Education Advisory Committee for 1985.

(b) That the Hamilton Board of Education endorse the direction contained in the Operating Procedure "Administration of Medication and Health-related Services". (see attached)

(c) That Mrs. Judith Bishop be the Special Education Advisory Committee representative on the Annual Review Steering Committee re The Development of Comprehensive Special Education Programs and Services.

Respectfully submitted,

Mrs. M. Baskin,
Chairman.

Committee Room,
1985 01 30.

SECRET DE ZOO

SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Mrs. M. Baskin (Chairman);
Trustee Publicity: Meadows, Aith, Blaton, Calderbank and Tillery;
Guests: Byron, Demarais and McKenzie; Dye, Freeman, Newberry and Rosenbaum.

Also Present: Trustees Olsere and Van Horne;

Officials Present: Mr. J. Penner (Deputy Minister Adminstration);
Mr. D. Everitt (Associate Sum. Department of Curriculum & Special Education);
Mr. B. Adams (Supervisor, Special Education);
Mrs. E. Teale (Administrative Assistant to the Director);
Mrs. C. Jennings (Consultant, Learning Resource Program).

The Committee recommends:

GENERAL

(a) That Mrs. Moriorty Baskin be Chairman of the Special Education Advisory Committee for 1985.

(b) That the Elections Board of Education endorse the direction contained in the Operating Procedure "Administration of Medication and Health-related Services". (See attached)

(c) That Mrs. Judith Blaton be the Special Education Advisory Committee representative on the Annual Review Steering Committee re the Development of Comprehensive Special Education Programs and Services.

Respectfully submitted,

Mrs. M. Baskin,
Chairman.

Committee Room,
1985 01 10.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

DRAFT

Operating Procedure

TOPIC:

- ▶ PROVISION OF HEALTH SUPPORT SERVICES IN SCHOOLS
- . Administration of Oral Medication
- . Other Health Related Services

Authority

- . Ministry Policy/Program Memorandum No. 81
  Provision of Health Support Services In School Settings
- . Ministry Memo R.O. 114 To Directors of Education, Central Ontario Region
  Provision of Health Support Services In School Settings

Background

School boards, parents and local agencies have raised concerns regarding the provision of health support services to school-age children. This concern involves services that extend beyond educational services and are not included in the normal preventative health programs already provided by boards of health to school children.

As a result of a study of this matter, the Ontario Government has decided that the responsibility for ensuring the provision of such health support services will be shared among the MINISTRIES of EDUCATION, HEALTH, and COMMUNITY and SOCIAL SERVICES. Responsibility for the direct provision of these services at the local level will be shared by OUR BOARD, THE HOME CARE PROGRAM of the MINISTRY OF HEALTH and AGENCIES operating under the MINISTRY OF COMMUNITY and SOCIAL SERVICES.

The attached chart (**Model for the Provision of Health Support Services In School Settings** - Appendix A), developed jointly by the staff of the three aforementioned ministries, summarizes the respective responsibilities.

The Home Care Program of the Ministry of Health at the request of the principal will be responsible for assessing pupil needs and for providing such services as

- . injection of medication
- . catheterization
- . manual expression of the bladder
- . stoma care
- . postural drainage
- . suctioning and tube feeding
- . intensive physio-occupational therapy
- . intensive speech therapy/pathology
- . nutritional counselling
- . training and direction of school board staff performing certain other support services

It should be noted very clearly that:

- . school boards will be responsible for the ADMINISTRATION OF ORAL MEDICATION where such medication has been prescribed for use DURING SCHOOL HOURS.

. for physically disabled pupils, our board will provide such services as lifting and positioning, assistance with mobility, feeding and toiletting and general maintenance exercises.

. boards will also continue to be responsible for necessary speech remediation, correction and habilitation programs.

It should be further noted that the designation of roles and responsibilities for health support services in school settings does not preclude, IN EMERGENCY SITUATIONS, the provision of a health service by designated school board personnel, administered in accordance with section 52(2a) of the Health Discipline Act and section 10(c) of the Drugless Practitioners Act and under the policies and procedures of the board.

Section 52 (2a) Health Disciplines Act states:

52 - (1) No person shall engage in or hold himself out as engaging in the practice of medicine unless he is licensed under this Part.

(2) For the purpose of subsection (1),
(a) rendering first aid or temporary assistance in an emergency without fee;

Section 10(c) Drugless Practitioners Act states:

Nothing in this Act applies to or effects,
(c) the furnishing of first aid or temporary assistance in cases of emergency

In order to make the procedures as clear as possible, administration has developed two sets of procedures -

. one dealing specifically with -- **THE ADMINISTRATION OF ORAL MEDICATION** (Part A)

. and one with -- **OTHER HEALTH RELATED SERVICES** (Part B)

Full provision for the implementation of the above will be effected by September 1, 1985.

PART A PROCEDURES FOR ADMINISTRATION OF ORAL MEDICATION TO STUDENTS

Procedures relative to the administration of oral medication will only be adopted:
- *when requested by the parent*
- *when authorized by a physician*
- *when medication must be provided during school hours*

It is expected that the following procedures will be addressed:

1. **Explore Alternatives**
The principal will, upon receipt of the request, ensure that the medication cannot be administered at home rather than at school or by a person other than a teacher.

2. **Authorization** (Appendix B - **Authorization for the Administration of Medication**)
The principal will, after agreeing to consider the request, obtain a signed request/authorization form from the parent/guardian and supervising physician indicating:
- the type of medication to be administered
- the required dosage
- the schedule of administration
- the method of administration
- the action to be taken in the event of possible hazards or side effects
- an emergency contact

3. **Administration by Designated Person(s)**
The principal will, upon determining that the request is reasonable, request the voluntary assistance of at least two of the student's teachers or other staff persons and designate one staff as the regular designate and one staff as the alternate designate.

4. **Transportation of Medication To and From School**
The principal will, in co-operation with the parent/guardian, determine the method by which the medication(s) are transported to/from the school. This determination will be based upon:
- the age of the student
- the degree of disability
- the degree of maturity and responsibility demonstrated by the individual student
- the degree to which the medication is considered "secure" when carried by the student
- other relevant factors

The medication will be delivered, according to an agreed schedule, to the principal or designated person for safe-keeping, unless otherwise determined.

5. **Secure Location for Medication**
The principal will ensure that all medication is kept in a secure location under lock and key, either at a central location or an approved location determined by the person administering the medication.

All medication will be clearly labelled by the pharmacy/physician to indicate:
- name of student
- name of medication
- dosage
- frequency of administration
- method of administration
- foods or medication that could be contra-indicated with the drug
- special instructions for storage

Note:
Unless a refrigerator is currently included on the school inventory, medication requiring refrigeration can not be stored at the school.

6. **Recording Administration of Medication** (Appendix C- **Individual Student Log of Administered Medication**)

The principal will ensure that the person designated to administer the medication shall maintain a daily record, including:
. type of medication
. date given
. time given
. dosage given
. means of administration (spoon, syringe, mixed with food, etc.)
. physical description of the medication (liquid, pill, colour, etc.)
. signature (daily) of person giving medication

7. **Central File**
The principal will establish and maintain, in the school office, a file for each student receiving medication by school personnel, including:
. the original request/authorization form, signed by the parent/guardian and the supervisory physician
. any request/authorization for change
. all records of administrations of medication by school personnel

8. **Self-administration**
The principal may, with the written authorization of the parent and physician, allow the medication to be administered in a manner which allows for sensitivity and privacy and which encourages mature students to take an appropriate level of responsibility for administering his/her own medication.

9. **Non-prescriptive Medication**
The principal may, upon written parent request, administer non-prescriptive medication to a student according to the procedures for prescription drugs.

10. **Public Health Nurse**
The principal will ensure that the public health nurse or appropriate public health official is informed, on a monthly basis, of all students receiving medication at school.

The principal will request that the public health nurse oversee the records and administration of the medication on a continual basis.

11. **Disposal of Medication**
The principal will dispose of unused or out-dated medication in a safe and suitable manner as follows:
. after consultation with parent/guardian
. after consultation with physician, where deemed necessary

12. **Field Trips**
The principal will ensure that these procedures are followed, where appropriate, while students are participating in field trip activities.

13. **Summer School**
The principal will obtain a separate request/authorization form (Appendix C), signed by the parent/guardian and the supervising physician, for students attending summer school programs sponsored by the Board of Education for the City of Hamilton.

These procedures have been developed to provide a uniform approach to administering oral medication to students during school hours.

If further clarification is necessary, please contact the office of the Associate Superintendent of Curriculum and Special Services.

Although the administration of medication has been a contentious issue provincially during the past year, all parties concerned appear to recognize and accept the fact that certain students must receive, on a regularly prescribed schedule, specific medication in order to have an opportunity to receive an education.

As a result of a concern surfaced, the Ministry of Education has reached agreement with other appropriate Ministries to provide Home Care assistance for students requiring complex medical assistance but the Ministry of Education does continue to charge the local Boards with the responsibility of administering oral medication.

If such a request is received by the principal, s/he will seek voluntary assistance from the staff and make it clear that no employee is required to administer medication to students and that they do have the right to refuse to administer such medication.

Liability is naturally a concern for staff involved in procedures such as the aforementioned. Administration has discussed teacher liability with the Board solicitor who has indicated that teachers, as agents of our Board, are covered by Board insurance.

With a clear understanding of Ministry and local Board expectations and supportive co-operation of all staff concerned, it is hoped that we can do what is necessary to allow all students to have an opportunity to receive the maximum benefits of an appropriate educational program.

PART B

OTHER HEALTH RELATED SERVICES
(Home Care Procedures)

The following points relative to the tri-ministry agreement should be noted:

- The Ontario Government is seeking to ensure that **ALL** pupils with special health needs will receive support services which are prescribed as essential to their participation in school programs.

- Wherever feasible and authorized, the pupil or the pupil's parent may accept the responsibility of performing the service **IF REQUIRED DURING SCHOOL HOURS.**

- Where the pupil or the pupil's parent cannot perform the service and where the parent so requests and the physician so prescribes, the service is to be provided by our board or a community agency in accordance with the attached (Appendix A) **"Model For Provision of Health Support Services In School Settings".**

  In such a case where the pupil or pupil's parent(s) cannot perform the required service
  - the principal must receive a written request and authorization from the parent and
  - a statement from the pupil's attending physician attesting that service is needed during school hours and prescribing the service to be given
  - where a request is made for the provision of a support service designated as the responsibility of the Home Care Program, the principal is expected to work in close co-operation with the staff of the local Home Care Program and his Home Care Co-ordinator (Case Manager).

The Principal's Responsibilities

1. Contacting the parent to discuss the pupil's needs, to indicate the availability of the service from the Home Care Program (see **Letter to Parent/ Guardian** - Appendix D) and to advise the parent that the Home Care Co-ordinator will require permission to contact the pupil's physician in order to have a medical referral signed. **Request for School Health Support Services** to be completed by the parents.

2. Obtaining from the parents a written request to have service provided to the pupil (**Request for School Health Support Services**).

3. Contacting the designated Home Care Co-ordinator (523-8600 - Appendix F) in order to give the pupil's name, address, parent or guardian's name and telephone number.

4. Recording the referral, the type of service requested, the date of initiation of service, etc., and monitoring the service as it is provided. (**Request for School Health Support Services**)

We have endeavoured to develop one form, **Request for School Health Support Services** (Appendix E), that will cover data collection in points one through four.

The Responsibilities of the Home Care Co-ordinator (CASE MANAGER)

Note: A number of Home Care Co-ordinators (H.C.C.) will be appointed to service our Board. Please check the attached list (Appendix F) to ascertain the name of the H.C.C. with whom your school will deal.

1. Making contact with the parent as soon as the medical referral is received, or even if no medical referral is received, within **FORTY-EIGHT HOURS** after receiving notification from the principal.

2. Ensuring that an verbal medical referral from a pupil's physician is confirmed by a signed medical referral form within **TWENTY-ONE DAYS**.

3. Actions of the H.C.C. following referral:
   The Home Care Co-ordinator
   - shall complete an assessment of the pupil's health care needs in the school setting
   - may convene a multi-disciplinary information sharing conference, including the parent and school principal (or delegate) prior to admission to the Home Care Program
   - shall develop a written PLAN OF CARE to ensure the pupil's needs are appropriately met, a copy of which shall be filed by the principal in the designated folder provided by the H.C.C.
   - shall initiate service for the pupil, in consultation with the principal and parent
   - shall provide regular monitoring of the service and a re-assessment of the PLAN OF CARE, as required
   - shall discharge the pupil from the Program in consultation with the physician, the principal and the parent when the pupil no longer is in need of the service and/or at the end of the school year

   Note:
   - special arrangements for continuation of the service may be made if the pupil continues in a summer school program
   - the H.C.C. should ensure that a new medical referral and assessment is made to admit a pupil to the Program in each new school year.

Additional Responsibilities of the Home Care Co-ordinator

1. Ensuring that a pupil who transfers from one school to another in Ontario will be transferred to the corresponding Home Care Program in the new location, as necessary.

2. Maintaining records of service and, where so requested by the Associate Superintendent of Curriculum and Special Services, providing statistical data relative to the services provided, preferably as a year-end report.

3. Considering requests for training, direction and consultation to assist our staff in their duties in accordance with the **Model for Provision of School Health Support Services** (Appendix A)

This Operating Procedure has been developed in co-operation with the Director of the Home Care Program in order to provide a brief overview and a ready reference for the new Home Care Service.

For greater detail, principals are expected to study the contents of the authority:

- Ministry Policy/Program Memorandum No.81
- Ministry Memo R.O.114 To Directors of Education
  Central Ontario Region

MODEL FOR PROVISION OF SCHOOL HEALTH SUPPORT SERVICES

Support Service	Administered by	Provided by	Training and Direction	Consultation
I. Oral Medication	Pupil as authorized	Pupil	Attending Physician	local Board of Health
	or			
	Parent as authorized	Parent	Attending Physician	local Board of Health
	or			
	Aide or other personnel	School Board	School Board/Physician	local Board of Health
II. Injection of Medication	Pupil as authorized	Pupil	Attending Physician	local Board of Health
	or			
	Parent as authorized	Parent	Attending Physician	local Board of Health
	or			
	Health Professional	Ministry of Health	Ministry of Health	School Board
III. •Catheterization	Health Professional	Ministry of Health	Ministry of Health	School Board
•Manual expression of bladder/stoma	"	"	"	"
•Postural drainage/ suctioning	"	"	"	"
•Tube feeding	"	"	"	"
IV. •Lifting and positioning	Aide or other personnel	School Board	School Board and Ministry of Health	Ministry of Health
•Assistance with mobility	"	"	"	"
•Feeding	"	"	"	"
•Toiletting	"	"	"	"
V. •Therapies:				
a. Physio/Occupational:				
•Intensive clinical (treatment)	Qualified therapist	Ministry of Health	Ministry of Health	Ministry of Health
•General maintenance exercises	Aide	School Board	Ministry of Health	Ministry of Health
b. Speech:				
•Speech pathology (treatment)	Speech Therapists/ Pathologists	Ministry of Health	Ministry of Health	Ministry of Health
•Speech correction and remediation	Speech and Language Teachers	School Board	School Board	Ministry of Health
VI. •All Services in Children's Residential Care/ Treatment Facilities	Aides/Health Professionals	Ministry of Community and and Social Services	Ministry of Community and and Social Services	Ministry of Health

APPENDIX A

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
CURRICULUM AND SPECIAL SERVICES

APPENDIX B

AUTHORIZATION FOR ADMINISTRATION OF ORAL MEDICATION

PART I NOTE: To be completed by the attending physician.

Re: _____ Date of Birth _____
(Student's Name) Year Month Day

_____ School _____
Address

This is to advise that I have prescribed the administration of the following oral medication(s) listed below for those days when the above-named student is in school:

1. NAME OF MEDICATION _____

   METHOD OF ADMINISTRATION _____

   DOSAGE _____ TIME(s) _____

2. How long is the child likely to need this medication(s)? _____

3. Must the medication be taken during school hours? _____

4. Possible hazards or side effects of medication (please note if applicable)

   _____

   _____

5. Action to be taken should a reaction develop _____

   _____

   _____

   _____

6. Allergies which should be noted (if applicable) _____

   _____

   _____

7. Additional Instructions (if applicable) _____

   _____

   _____

Physician's Name _____ Telephone _____

Address _____

Physician's Signature _____ Date _____
Year Month Day

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
CURRICULUM AND SPECIAL SERVICES

AUTHORIZATION FOR ADMINISTRATION OF ORAL MEDICATION

PART II **Note: To be completed by Parent/Guardian**

This is to authorize the administration of the medication(s) prescribed as mentioned by the attending physician for

Student's Name _____

Date of Birth _____
Year Month Day

School _____

_____
Signature of Parent/Guardian

_____
Date (year, month, day)

Note: Parents are requested to PLACE MEDICATION IN INDIVIDUAL CONTAINERS, preferably those in which the medication was supplied from the pharmacist/physician.
The containers should be PROPERLY LABELLED indicating the STUDENT'S NAME AND ADMINISTRATION DIRECTIONS.

The medication will be delivered according to an agreed schedule to the principal or designated person for safe keeping, unless otherwise determined.

It is expected that no more than 5 days supply of any medication will be sent to the school at any given time.

In case of EMERGENCY, the contact person is:

Name _____

Telephone _____

Relationship _____

INDIVIDUAL STUDENT LOG OF ADMINISTERED MEDICATION

NAME OF STUDENT _____ BIRTH DATE _____

ADDRESS _____ TELEPHONE _____

SCHOOL _____ TEACHER _____

PRINCIPAL _____

MEDICATION	DESCRIPTION OF MEDICATION (pill, liquid,etc.)	METHOD OF ADMINISTRATION (spoon, mixed with food, etc.)	DOSAGE	DATE 19__	TIME	SIGNATURE OF PERSON ADMINISTERING

APPENDIX D

HAMILTON-WENTWORTH
HOME CARE PROGRAM
447 Main St. E.
HAMILTON, Ontario
L8N 1K1
Tel. 523-8600

The Ministry of Health, in conjunction with the Ministry of Community and Social Services and the Ministry of Education have introduced a new program called Health Support Services in the School System. The purpose is to provide services to students who would otherwise be unable to attend school with their peers, or where there would be a significant disruption to the education of the student.

For this program to begin, we need to know what the student's health needs are as well as such information as date of birth, OHIP number, etc. With your permission, we will contact your child's doctor to have a medical referral signed, as well as obtain information from the school record. If you are in agreement, please sign the attached release form and have it witnessed. This will also allow us to share the treatment plans and progress with the doctor(s) and school staff. It is most important that we all work together with you and _____, to provide the services needed at school.

If you have any questions, please ask Mr. Robert Adams, Supervisor of Special Education, or call me at 523-8600.

Sincerely yours

Lois M. Walton

(Mrs.) Lois M. Walton, BA, CAM
Director

LMW/ct
Encl.

Financed by
Ontario Ministry of Health

Administered by
Victorian Order of Nurses

APPENDIX E

The Board of Education for the City of Hamilton

REQUEST FOR SCHOOL HEALTH SUPPORT SERVICES

A. STUDENT INFORMATION

NAME _____ D.O.B. _____

ADDRESS _____ POSTAL CODE _____

PARENT/GUARDIAN _____ OHIP NO. _____

TELEPHONE NO. -- RESIDENCE _____ BUSINESS _____

FAMILY PHYSICIAN _____ TELEPHONE _____

OTHER MEDICAL/PROFESSIONAL PERSONNEL _____

_____

B. SCHOOL INFORMATION

SCHOOL _____ PRINCIPAL _____

CLASS _____ TEACHER _____

DEEMED EXCEPTIONAL -- YES ____ NO ____ DATE OF IP&RC _____

EXCEPTIONALITY _____

C. DESCRIPTION OF HEALTH NEEDS

D. RELEASE OF INFORMATION

I DO HEREBY GIVE CONSENT TO THE STAFF OF THE HAMILTON-WENTWORTH HOME CARE PROGRAM TO RELEASE/OBTAIN SUCH FACTS ABOUT THE CARE AND STATUS OF MY CHILD (NAMED ABOVE) AS ARE DEEMED NECESSARY UNDER THE SCHOOL HEALTH SUPPORT SERVICES.

WITNESS _____ PARENT/GUARDIAN _____

DATE _____ PARENT/GUARDIAN _____

REFERRAL DATE _____ PRINCIPAL _____

DISTRIBUTION:
WHITE -- HOME CARE PROGRAM
PINK -- PARENTS
GREEN -- BOARD OF EDUCATION
YELLOW -- O.S.R.

REQUEST FOR SCHOOL HEALTH SUPPORT SERVICES

NAME _____ D.O.B. _____

SCHOOL _____ CLASS _____

A. SERVICE INFORMATION

REFERRAL DATE _____ SERVICE INITIATION DATE _____

SERVICE PROVIDER _____

TYPE OF SERVICE _____

_____

_____

_____

COMMENTS _____

_____

_____

_____

B. AUTHORIZATION, DIRECTION

THE SERVICES FOR MY CHILD (NAMED HEREIN) HAVE BEEN EXPLAINED TO ME BY THE PRINCIPAL OR HIS/HER DESIGNATE AND I AGREE TO HAVE THESE SERVICES PROVIDED IN THE SCHOOL SETTING.

WITNESS _____ PARENT/GUARDIAN _____

DATE _____ PARENT/GUARDIAN _____

C. REVIEW

REVIEW DATE _____ CHAIRPERSON _____

TELEPHONE _____ OTHERS PRESENT _____

_____

_____

CONCLUSIONS

SERVICE REQUIRED NEXT YEAR -- YES ____ NO ____ ASSESSMENT NEEDED -- YES ____ NO ____

SERVICE DISCHARGE -- YES ____ NO ____ DATE EFFECTIVE _____

COMMENTS _____

_____

_____

_____

_____

DISTRIBUTION		
	WHITE	-- HOME CARE PROGRAM
	PINK	-- PARENTS
	GREEN	-- BOARD OF EDUCATION
	YELLOW	-- O.S.R.

HOME CARE HEALTH SUPPORT
SERVICES IN THE SCHOOL SYSTEM

JANUARY 1985

HAMILTON BOARD - ELEMENTARY

SCHOOL	TYPE	ADDRESS	CITY	SCHOOL CONTACT	PHONE #	COORDINATOR	EXT.	AREA	PUBLIC HEALTH NURSE	SCHOOL CODE
						(523-8600)				
A.M. CUNNINGHAM	PUB.E	100 Wexford South	HAMILTON		544-7771	Rita Stahl	228	E19	Marianne VanderJagt	000728
ADELAIDE HOODLESS	PUB.E	71 Maplewood Avenue	HAMILTON		549-1339	Monita O'Connor	249	C18	Betty Vance	002674
ALLENEY	PUB.E.	357 Hunter Street West	HAMILTON		525-8282	Jean Cassidy	215	W13	Dorothy Blain	013218
BENNETTO	PUB.E	444 Hughson Avenue North	HAMILTON		526-7666	Mary Pain	237	C12	Gerry Flynn	043621
BUCHANAN PARK	PUB.E	30 Laurier	HAMILTON		387-5212	Gail Chapman	219	M15	n/a	068945
CARDINAL HEIGHTS	PUB.E	70 Bobolink	HAMILTON		385-5344	Ieta Waxman	224	M16	Sandy Crosbie	084050
CECIL B STERLING	PUB.E	340 Queen Victoria Drive	HAMILTON		385-5374	Kathie Knight	225	M17	Barbara Bell	085257
CENTENNIAL PUBLIC	PUB.E	47 Simcoe East	HAMILTON		528-6341	Mary Pain	237	C12	Gerry Flynn	090131
CENTRAL PUBLIC	PUB.E	75 Hunter Street West	HAMILTON		522-9690	Jackie Frame	216	C12	May Nishimura	091723
CHEDOKE	PUB.E	500 Bendamere	HAMILTON		388-5633	Gail Chapman	219	M15	Clair Wallman	105593
COMLEY	PUB.E	771 Limeridge Road East	HAMILTON		385-7879	Anne Schurter	234	M16	Lori Davis	120197
DALEWOOD	PUB.E	1150 Main Street West	HAMILTON		528-8631	Marg Beattie	232	W13	Lynda Currie	132020
DR. J EDGAR DAVEY	PUB.E	99 Ferguson North	HAMILTON		522-2175	Mary Pain	237	C12	Susan Conron	147419
EARL KITCHENER	PUB.E	300 Dundurn Street South	HAMILTON		529-0223	Jean Cassidy	215	W13	Vi Jordan	158151
EASTMOUNT PARK	PUB.E	155 East 26th Street	HAMILTON		385-6143	Ieta Waxman	224	M16	Lillian Ide	163872
ELIZABETH BREWHAM	PUB.E	50 Albright Road	HAMILTON		561-9529	Ellie Woods	227	E14	Yvonne Bertin	171123
FAIRFIELD	PUB.E	1501 Barton Street East	HAMILTON		544-2932	Jane Aitkin	241	E19	Maureen Wilsack	191175
FAIRVIEW	PUB.E	150 Lower Horning	HAMILTON		525-2140	Jean Cassidy	215	W13	Michele Adams	672200
FERNWOOD PARK	PUB.E	780 9th Avenue	HAMILTON		383-3364	Kathie Knight	225	M17	Barbara Bell	195855
FRANKLIN ROAD	PUB.E	500 Franklin Road	HAMILTON		388-4731	Ieta Waxman	224	M16	Lillian Ide	203912
GEORGE L. ARMSTRONG	PUB.E.	460 Concession Street	HAMILTON		385-5337	Ieta Waxman	224	M16	Valerie Neely	212490
GEORGE R ALLAN	PUB.E	900 King Street West	HAMILTON		522-0691	Marg Beattie	232	W13	Michele Adams	213012
GIBSON	PUB.E	601 Barton Street East	HAMILTON		544-0542	Ruby Krueger	239	C18	Lillian Ide	214965
GLEN BRAE	PUB.E	50 Second Drive	HAMILTON		560-6732	Helen Weller	242	E14	Bernice Burrows	217050
GLEN ECHO	PUB.E	140 Glen Echo Drive	HAMILTON		560-6630	Helen Weller	242	E14	Brenda MacLeod	217301
HAMPTON HEIGHTS	PUB.E	771 10th Avenue	HAMILTON		387-0411	Kathie Knight	225	M17	Sandy Crosbie	242659
HESS STREET	PUB.E	107 Hess Street North	HAMILTON		527-1409	Zan Wright	230	C12	May Nishimura	254096
HIGHVIEW	PUB.E	1040 Queensdale East	HAMILTON		385-2241	Kathie Knight	225	M17	Barb Draper	256649
HILLCREST	PUB.E	460 Melvin Avenue	HAMILTON		549-3076	Jane Aitkin	241	E19	Chris Chiasson	256692
HILLSDALE	PUB.E	40 Eastwood	HAMILTON		385-5369	Jane Aitkin	241	E19	Sue Beaton	259136
HOLBROOK	PUB.E	450 Sanatorium Road	HAMILTON		385-5365	Gail Chapman	219	M15	Diana Jordison	261378
HUNTINGTON PARK	PUB.E	80 Kingslea Drive	HAMILTON		383-3305	Kathie Knight	225	M17	Bernice Burrows	273201
INVERNESS	PUB.E	402 Upper Wentworth	HAMILTON		383-3766	Ieta Waxman	224	M16	Susan Conron	277622
JAMES MACDONALD	PUB.E	200 Chester	HAMILTON		385-3267	Gail Chapman	219	M15	Grace Sizonji	281492
KING GEORGE	PUB.E	77 Gage Avenue North	HAMILTON		549-2724	Monita O'Connor	249	C18	Betty Vance	295566
LAKE AVENUE	PUB.E	157 Lake Avenue North	STONEY CREEK		561-0482	Helen Weller	242	E14	Susan O'Gorman	303755
LAWFIELD	PUB.E	175 Berko Avenue	HAMILTON		387-0062	Anne Schurter	234	M16	Karen Woolner	310123
LINDEN PARK	PUB.E	4 Vickers Road	HAMILTON		385-8360	Ieta Waxman	224	M16	Cathy Buffett	313378
LISGAR	PUB.E	110 Anson Avenue	HAMILTON		389-1309	Kathie Knight	225	M17	Bernice Burrows	314544
LLOYD GEORGE	PUB.E	360 Beach Road	HAMILTON		544-1492	Joy Andrews	246	E11	Marianne VanderJagt	315192
MEMORIAL	PUB.E	1175 Main Street East	HAMILTON		549-3095	Monita O'Connor	249	C18	Marianne VanderJagt	360309
MOUNTVIEW	PUB.E	59 Karen Crescent	HAMILTON		388-1677	Gail Chapman	219	M15	Marguerite Casagrande	379178
PARKDALE	PUB.E	139 Parkdale North	HAMILTON		545-6216	Jane Aitkin	241	E19	Olga Morgan	434072
PAULINE JOHNSON	PUB.E	25 Hummingbird Lane	HAMILTON		389-1761	Ieta Waxman	224	M16	Karen Woolner	437557
PEACE MEMORIAL	PUB.E	75 Eighth Street	HAMILTON		381-1644	Anne Schurter	234	M16	Maureen Kelly	437654
PRINCE OF WALES	PUB.E	40 Lottridge	HAMILTON		544-0379	Monita O'Connor	249	C18	Doreen Cowan	454680
PRINCE PHILIP	PUB.E	125 Rifle Range Road	HAMILTON		527-6512	Jean Cassidy	215	W13	Vi Jordan	455557
QUEEN MARY	PUB.E	1272 Cannon Street East	HAMILTON		547-4321	Jane Aitkin	241	E19	Cathy Johnson	464470
QUEEN VICTORIA	PUB.E	201 Walnut Street South	HAMILTON		522-9347	Mary Pain	237	C12	Valerie Neely	465248
QUEENSDALE	PUB.E	67 Queensdale East	HAMILTON		387-5244	Pat O'Grady	223	M16	Valerie Neely	466387

APPENDIX F

HAMILTON BOARD - ELEMENTARY

SERVICES IN THE SCHOOL SYSTEM

SCHOOL	TYPE	ADDRESS	CITY	SCHOOL CONTACT	PHONE #	COORDINATOR	'523-8600 EXT.	AREA	PUBLIC HEALTH NURSE	SCHOOL CODE
R A RIDDELL	PUB.E	Cranbrook Drive	HAMILTON		387-3350	Gail Chapman	219	M15	Marguerite Casagrande	467324
RED HILL	PUB.E	300 Albright Road	HAMILTON		561-1699	Helen Weller	242	E14	Barbara Overby	478865
RICHARD BEASLEY	PUB.E	80 Currie	HAMILTON		387-5655	Kathie Knight	225	M17	Carla Prosperine	480738
RIDGEMOUNT	PUB.E	65 Hester	HAMILTON		383-4432	Pat O'Grady	223	M16	Karen Woolner	484199
ROBERT LAND	PUB.E	460 Wentworth Street N.	HAMILTON		527-1563	Joy Andrews	248	E11	Barb Draper	487449
ROSEDALE	PUB.E	25 Erindale	HAMILTON		549-4233	Ellie Woods	227	E19	Olga Morgan	490695
ROYBOROUGH PARK	PUB.E	20 Reid Avenue North	HAMILTON		544-8821	Rita Stokl	228	E19	Chris Chiasson	493295
RYERSON	PUB.E	222 Robinson	HAMILTON		528-7975	Jackie Frame	216	C12	Valerie Neely	495379
SANFORD AVENUE	PUB.E.	149 Sanford Ave. N.	HAMILTON			Ruby Krueger	239	C18	Myrna Pond	594695
SENECA	PUB.E	10 Abbington	HAMILTON		385-3241	Gail Chapman	219	M15	Grace Sisonji	505536
SHERWOOD HEIGHTS	PUB.E	105 High Street	HAMILTON		383-5621	Kathie Knight	225	M17	Liz Kirk	510718
SIR ISAAC BROCK	PUB.E	130 Greenford Drive	STONEY CREEK		561-0814	Helen Weller	242	E14	Liz Kirk	515329
SOUTHVIEW	PUB.E.	205 Queensdale East	HAMILTON		383-1452	Pat O'Grady	223	M16	Susan Conron	675814
STINSON STREET	PUB.E	180 Grant Avenue	HAMILTON		528-0119	Ruby Krueger	239	C18	Maureen Kelly	537101
STRATHCONA	PUB.E	99 Strathcona North	HAMILTON		527-2470	Jean Cassidy	215	W13	Dorothy Blain	539570
THORNERIDGE	PUB.E	250 Thorner Driver	HAMILTON		387-5887	Ieta Wayman	224	M16	Lori Davis	552445
TWEEDSMUIR	PUB.E	50 Victoria Avenue North	HAMILTON		522-9276	Mary Pain	237	C18	Chris Lee-Sun	562843
VERN AMES	PUB.E	205 Berko Drive	HAMILTON		385-3239	Anne Schurter	234	M16	Lori Davis	570559
VINCENT MASSEY	PUB.E.	155 Macassa	HAMILTON		383-3368	Anne Schurter	234	M16	Ruth Schofield	670871
VISCOUNT MONTGOMERY	PUB.E	1525 Lucerne	HAMILTON		544-9670	Rita Stokl	228	E19	Chris Chiasson	578703
W H BALLARD	PUB.E	801 Dunsmure	HAMILTON		547-1689	Rita Stokl	228	E19	Olga Morgan	579610
WEST AVENUE	PUB.E	255 West Avenue North	HAMILTON		527-4236	Mary Pain	237	C18	n/a	594954
WESTVIEW	PUB.E	60 Rolston Drive	HAMILTON		386-1502	Gail Chapman	219	M15	Helen King	602957
WESTWOOD	PUB.E	9 Lynbrook Drive	HAMILTON		383-2143	Gail Chapman	219	M15	Betty Vallance	603533
WOODWARD	PUB.E	575 Woodward Avenue	HAMILTON		545-8819	Joy Andrews	248	E11	Sue Beaton	620300

HOME CARE HEALTH SUPPORT

JANUARY 1985

HAMILTON BOARD - SECONDARY

SERVICES IN THE SCHOOL SYSTEM

SCHOOL	TYPE	ADDRESS	CITY	SCHOOL CONTACT	PHONE #	COORDINATOR	'523-8600 EXT.	AREA	PUBLIC HEALTH NURSE	SCHOOL CODE
A.M. CUNNINGHAM	PUB.E	100 Wexford South	HAMILTON		544-7771	Rita Stokl	228	E19	Marianne VanderJagt	000728
ALBION	PUB.S.S.	350 Albright	HAMILTON		561-1220	Helen Weller	242	E14	Kathleen Davidson	890944
ALTERNATIVE EDUC. PROGR.	PUB.S.S.	60 Caledon	HAMILTON		385-4144	Gail Chapman	219	M15		891401
BARTON	PUB.S.S.	75 Paleer	HAMILTON		389-2234	Kathie Knight	225	M17	Sandy Crosbie	893455
BRIARWOOD	PUB.S.S.	1842 King Street East	HAMILTON		549-9722	Ellie Woods	227	E19	Anne Saith	895314
CALEDON	PUB.S.S.	60 Caledon	HAMILTON		388-2521	Gail Chapman	219	M15	Clair Wallace	897957
CRESTWOOD	PUB.S.S.	50 Millwood Place	HAMILTON		383-3371	Ieta Wayman	224	M16	Lori Davis	903205
DELTA	PUB.S.S.	1284 Main Street East	HAMILTON		549-3021	Rita Stokl	228	E19	Lorraine Nelson	903859
GEORGES P VANIER	PUB.S.S.	50 Acadia Drive	HAMILTON		387-5928	Ieta Wayman	224	M16	Carla Prosperine	907308
GLENDALE	PUB.S.S.	145 Rainbow Drive	HAMILTON		561-7343	Helen Weller	242	E14	Ellie Nowak	913091
HILL PARK	PUB.S.S.	465 Eleth Street	HAMILTON		385-3257	Ieta Wayman	224	M16	Meera Ananthaswamy	916722
PARKVIEW	PUB.S.S.	50 Balsam Avenue North	HAMILTON		545-5579	Monita O'Connor	249	C19	Betty Vance	934011
SCOTT PARK	PUB.S.S.	1055 King Street East	HAMILTON		547-2574	Monita O'Connor	249	C19	Doreen Cowan	940873
SHERWOOD SECONDARY	PUB.S.S.	25 High Street	HAMILTON		383-3377	Kathie Knight	225	M17	Audrey Vanderveken	941029
SIR ALLAN MACNAB	PUB.S.S.	145 Magnolia Drive	HAMILTON		383-3337	Gail Chapman	219	M15	Diana Jordison	941719
SIR JOHN A MACDONALD	PUB.S.S.	130 York Boulevard	HAMILTON		528-8763	Zan Wright	230	C12	Kaye Burger	941993
SIR WINSTON CHURCHILL	PUB.S.S.	1715 Main Street East	HAMILTON		547-6415	Rita Stokl	228	E19	n/a	942449
WESTDALE	PUB.S.S.	700 Main Street West	HAMILTON		522-1337	Mary Peattie	332	W13	Ruth Schofield	951823
WESTMOUNT	PUB.S.S.	39 Montcalm Drive	HAMILTON		385-5095	Gail Chapman	219	M15	Betty Vallance	952475

100 Main Street West
Hamilton, Ontario
1985 01 30

To the Chairman and Members
Education Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

RE: French Immersion
Senior Kindergarten - September 1985

Registration for the French Immersion Senior Kindergarten program commenced on 1985 01 18 at the five schools listed below:

School	First 50	Waiting List		
		Total	Registered Elsewhere	Balance
A. M. CUNNINGHAM	47	-	-	-
EARL KITCHENER	50	21	15	6
GEORGE R. ALLAN	50	2	-	2
PAULINE JOHNSON	50	11	3	8
PEACE MEMORIAL	35	-	-	
T o t a ls	232	34	18	16

Note: (a) the total number of applicants for the program is 266
(b) the figures in the chart were obtained on 1985 01 30
(c) 12 non-resident requests are not included in the figures

For September 1985, there were 250 places allocated for applicants to this program at the five schools -- i.e., fifty students per school. It would appear that at the present time, we have sufficient places to accommodate the requests for this program by parents who are prepared to provide transportation.

However, an examination of the waiting list indicates a problem at Earl Kitchener where the local community has over-subscribed to this program.

If consideration is to be given to addressing part of this problem, several options are available:

(a) increase the Senior Kindergarten enrolment at Earl Kitchener from 25 to 28 students per class and provide a teacher-aide,

(b) add an extra Senior Kindergarten class at Earl Kitchener to produce three classes of 20 students each. They would be combined into 2 Grade 1 classes for September 1986, thereby not changing the grade structure in the future,

(c) open a French Immersion Kindergarten class at Allenby to handle the waiting list.

Prepared by: R. A. Kennedy
Area Superintendent

Submitted by: A. J. Krever
Director

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1985 01 31.

To The Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

PART II

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Mrs. Roma Buwalda, 1985 03 04 to 1985 06 28

Mrs. Diane Clark, 1985 03 05 to 1985 06 28

Mrs. Marjorie Cooke, 1984 12 06 to 1985 01 31 (.5)

Mr. James Geier, 1985 01 21 to 1985 06 28

Mrs. Janette Heaven, 1985 01 14 to 1985 02 15

Mr. Bruce MacPherson, 1985 02 18 to 1985 06 14

Mrs. Jody McGuffin, 1985 01 21 to 1985 02 28

Mrs. Donna Moore, 1985 01 07 to 1985 02 08 (.5)

Mrs. Gail R. Mote, 1985 01 21 to 1985 05 26 (.5)

Mrs. Marjorie Nelson, 1985 01 07 to 1985 02 15

Mrs. Anna Pillinini, 1985 03 18 to 1985 06 28 (.5)

Mrs. Noreen Sim, 1985 01 14 to 1985 02 22

Mrs. Laurie Smith, 1985 03 25 to 1985 06 28

Mrs. Connie Vickruck, 1985 01 14 to 1985 02 22 (.5)

Mr. Ian Waltenbery, 1985 02 11 to 1985 06 07

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1985 01 31.

To The Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

PART II

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Mrs. Roma Buwalda, 1985 03 04 to 1985 06 28

Mrs. Diane Clark, 1985 03 05 to 1985 06 28

Mrs. Marjorie Cooke, 1984 12 06 to 1985 01 31 (.5)

Mr. James Geier, 1985 01 21 to 1985 06 28

Mrs. Janette Heaven, 1985 01 14 to 1985 02 15

Mr. Bruce MacPherson, 1985 02 18 to 1985 06 14

Mrs. Jody McGuffin, 1985 01 21 to 1985 02 28

Mrs. Donna Moore, 1985 01 07 to 1985 02 08 (.5)

Mrs. Gail R. Mote, 1985 01 21 to 1985 05 26 (.5)

Mrs. Marjorie Nelson, 1985 01 07 to 1985 02 15

Mrs. Anna Pillinini, 1985 03 18 to 1985 06 28 (.5)

Mrs. Noreen Sim, 1985 01 14 to 1985 02 22

Mrs. Laurie Smith, 1985 03 25 to 1985 06 28

Mrs. Connie Vickruck, 1985 01 14 to 1985 02 22 (.5)

Mr. Ian Waltenbery, 1985 02 11 to 1985 06 07

(b) That the appointments of the following teachers to the Occasional Staff, approved at previous meetings, be changed to become effective as shown:

Mrs. Suzanne Artt, from 1984 11 14 to 1985 01 14 (.5)

Mr. James Geier, from 1984 10 15 to 1985 01 18

Mrs. Colleen Hanna, from 1984 11 01 to 1985 05 31 (.5)

Miss Maria Marazia, from 1984 11 05 to 1984 12 21 (.5)

Miss Jennifer Wilson, from 1984 09 24 to 1985 03 08

(d) That the requests of the following teachers for Maternal Leaves of Absence, effective as shown, be granted in accordance with conditions governing Maternal Leave:

Mrs. Rhonda Chaimovitz, 1985 04 01 to 1985 07 26

Mrs. Doreen J. Dick, 1985 03 18 to 1985 07 12

Ms. Susan Fox, 1985 03 04 to 1985 06 28

Mrs. Linda O'Grady, 1985 02 18 to 1985 06 14

Mrs. Barbara Plunkett, 1985 03 18 to 1985 07 12

Mrs. Christine Tartaglia, 1985 03 05 to 1985 07 02

Mrs. Janet Van Duzen, 1985 02 11 to 1985 06 07

Mrs. Catherine Youngblud, 1985 03 18 to 1985 07 12

(e) That the request of the following teachers for Maternal Leaves of Absence, effective as shown, be granted in accordance with conditions governing Maternal Leave and that these Leaves be followed by Leaves of Absence for Parental Reasons:

Mrs. Debbie Rundle, 1985 03 18 to 1986 08 31

Mrs. Patricia Watson, from 1985 03 11 to 1986 08 31

(f) That the Maternal Leave of Absence granted to Mrs. Dorothy Johnson at the December Meeting be changed to become effective 1985 01 07 to 1985 05 03.

(g) That the request of Mrs. Elizabeth Pease for a Personal Leave of Absence, effective 1985 09 01 to 1986 08 31 be granted.

(h) That the request of the following teachers for extensions of their Leave of Absence, effective as shown, be granted:

Mrs. Isabel Armstrong, 1985 09 01 to 1986 08 31

Mrs. Sheila Ford, 1985 09 01 to 1986 08 31

Mrs. Jeanelle Horlacher, 1985 09 01 to 1986 08 31

Mrs. Valerie Lucas, 1985 09 01 to 1986 08 31

(i) That the elementary school bus patrollers attend the School Safety Patrol trip to Canada's Wonderland, 1985 06 01, and that $15.00 each be paid towards expenses.

(j) That the following trips be approved:

i. C. B. Stirling, Grades 6 and 7, Outdoor Education, Camp Wanakita, Haliburton, Ontario, 1985 05 25-28 (Saturday to Tuesday)

ii. Hampton Heights, Grade 8, History, Ottawa, Ontario, 1985 05 29-31 (Wednesday to Friday)

iii. Hampton Heights, Grade 7, Outdoor Education, Camp Arowhon, Algonquin Park, Ontario, 1985 06 11-14 (Tuesday to Friday)

iv. R. A. Riddell, Grade 8, History, Ottawa, Ontario, 1985 05 30-1985 06 01 (Tuesday to Saturday)

v. Ryerson, Grades 6, 7 and 8, Outdoor Education, Camp Wanakita, Haliburton, Ontario, 1985 02 10-13 (Sunday to Wednesday)

vi. Westview, Grade 8, History, Quebec City, Quebec, 1985 06 12-15 (Wednesday to Saturday)

vii. Westview, Grade 8, History, Ottawa, Ontario, 1985 06 12-14 (Wednesday to Friday)

viii. Westview, Grade 7, Outdoor Education, Camp Arowhon, Algonquin Park, Ontario, 1985 06 07-11 (Friday to Tuesday)

Superintendent of Curriculum and Special Services

(a) That one principal attend the "Strategies for Improving School/Community Relations Conference" to be held in Toronto, Monday, 1985 02 25, and that $130.00 be paid towards registration and expenses. (Staff Development)

(b) That three members of the Hamilton Principals' Association attend the "Positions of Added Responsibility, P.A.R. 8 Conference" to be held at Ottawa, Thursday, 1985 04 18 to Saturday, 1985 04 20, and that expenses be paid according to policy. (Staff Development)

(c) That four teachers be allowed to attend the "Positions of Added Responsibility, P.A.R. 8 Conference" to be held at Ottawa, Thursday, 1985 04 18 to Saturday, 1985 04 20 and that expenses be paid according to policy. It is understood that the Ontario Public School Teacher' Federation will underwrite a significant portion of the cost. (Staff Development)

(d) That five teachers attend the "Educational Computing Organization of Ontario Conference" to be held in Toronto, Wednesday, 1985 04 24 to Friday, 1985 04 26, and that $210.00 each be paid towards registration and expenses.

(e) That one teacher attend the "Film Showcase" to be held at Geneva Park, Monday, 1985 04 15 to Friday, 1985 04 19, and that $225.00 be paid towards registration and expenses.

(ii) That the elementary school teachers attend the Safety Patrol trip to Ottawa's Wonderland, 1965 06 01, and that $47.00 each be paid towards expenses.

(j) That the following trips be approved:

i. C. B. Griffiths, Grade 6 and 7, Outdoor Education, Camp Merrylin, Haliburton, Ontario, 1965 05 25-28 (Saturday to Tuesday)

ii. Hampton Heights, Grade 8, History, Ottawa, Ontario, 1965 06 29-30 (Wednesday to Friday)

iii. Hampton Heights, Grade 7, Outdoor Education, Camp Kanawin, Algonquin Park, Ontario, 1965 06 01-4 (Tuesday to Friday)

iv. R. A. Riddell, Grade 8, History, Ottawa, Ontario, 1965 05 27-1965 06 01 (Tuesday to Saturday)

v. Ryerson, Grades 6, 7 and 8, Outdoor Education, Camp Merrylin, Haliburton, Ontario, 1965 02 10-12 (Sunday to Wednesday)

vi. Westview, Grade 8, History, Quebec City, Quebec, 1965 06 12-15 (Wednesday to Saturday)

vii. Westview, Grade 8, History, Ottawa, Ontario, 1965 06 14-18 (Wednesday to Friday)

viii. Westview, Grade 7, Outdoor Education, Camp Kanawin, Algonquin Park, Ontario, 1965 06 07-11 (Friday to Tuesday)

Superintendent of Curriculum and Special Services

(a) That the principal attend the "Strategies for Supervising School/Community Relations Conference" to be held in Toronto, Monday, 1965 02 22, and that $18.00 be paid towards registration and expenses. (Staff Development)

(b) That three members of the Hamilton Principals' Association attend the "Positions of Added Responsibility, E.S.A. Conference" to be held at Ottawa, Thursday, 1965 04 15 to Saturday, 1965 04 17, and that expenses be paid according to policy. (Staff Development)

(c) That four teachers be allowed to attend the "Positions of Added Responsibility, E.S.A. Conference" to be held at Ottawa, Thursday, 1965 04 15 to Saturday, 1965 04 17 and that expenses be paid according to policy. It is understood that the Ontario Public School Teachers' Federation will underwrite a significant portion of the cost. (Staff Development)

(d) That five teachers attend the "Educational Computer Organization of Ontario Conference" to be held in Toronto, Wednesday, 1965 04 24 to Friday, 1965 04 26, and that $210.00 each be paid towards registration and expenses.

(e) That one teacher attend the "Film Showcase" to be held at Queen's Park, Monday, 1965 04 12 to Friday, 1965 04 16, and that $225.00 be paid towards registration and expenses.

(f) That one teacher attend the "Energy Educators' Conference" to be held at Waterloo, Thursday, 1985 02 21 to Saturday, 1985 02 23, and that $130.00 be paid towards registration and expenses.

(g) That four Core French and three French Immersion teachers attend the "Ontario Modern Languages Teachers' Association Conference" to be held at Toronto, Friday, 1985 03 22 and Saturday, 1985 03 23, and that $100.00 each be paid towards registration and expenses.

Associate Superintendent of Curriculum and Special Services

(a) That two teachers attend the conference "Practical Approaches for Reaching Potential" to be held in Toronto, Thursday, 1985 02 07 and Friday, 1985 02 08, and that each receive $105 towards the cost of registration and expenses.

(b) That up to six teachers in the programs for the trainable retarded attend the course "Elementary Blissymbolics", Blissymbolics Communication Institute, being held in Hamilton for 10 consecutive weeks on Wednesdays, 1985 04 03 to 1985 06 05, be reimbursed, upon successful completion of the course, $155 each for the registration fee.

(c) That one teacher attend the Reading '85 conference to be held in Toronto, Thursday, 1985 02 21 and Friday, 1985 02 22, and that $110 be paid towards the cost of registration and expenses.

(d) That one teacher of the trainable retarded attend the conference on Practical Approaches for Reaching Potential to be held in Toronto on Thursday, 1985 02 07 and Friday, 1985 02 08 and that $105 be paid towards the cost of registration and expenses.

Respectfully submitted,

A. J. Krever,
Director of Education

100 Main Street West
Hamilton, Ontario
1985 01 16

To: The Chairman and Members
The Education Management Committee
The Board of Education for the City of Hamilton

Ladies and Gentlemen:

Re: Summer School Program
English As A Second Language
For New Canadians

The Need: To provide English As A Second Language in the Summer School programs so as to assist new Canadian students to enter regular classes in September, 1985.

Rationale: In the past, approval has been given to provide special summer classes in the intensive study of English as a Second Language for students at the elementary and secondary school age levels. At the present time, there are approximately 55 new Canadian students who would benefit from a summer program which would allow many of them to continue to upgrade their use of the English language sufficiently to be able to, hopefully, enter regular classes in September, 1985. Not all will be fully ready, however, unless they have further instruction during the Summer.

A course in English as a Second Language (EASL) could be offered again in our regular Summer School program, without fee and without, we believe, net cost to this Board. It could be very beneficial to these new Canadians in helping them to continue their secondary school education.

Furthermore, with pupils still entering our system at this late point in the school year, it is felt that classes for new Canadian pupils at the elementary school level should be offered, without fee, in the Summer Skill program.

Recommendations:

Part II	That, subject to need and to sufficient enrolment, classes in English as a Second Language for new Canadians at the elementary school level be offered, without fee, in the Summer Skill program.

Part I	That, subject to need and to sufficient enrolment, classes in English as a Second Language for new Canadians at the secondary school level be offered, without fee, in the regular Summer School program.

Prepared and submitted by:
Peter S. Beveridge
Associate Superintendent of
Curriculum and Special Services

Approved by:
A. J. Krever
Director of Education

1985 01 15

Chairman and Members
Education Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

RE: RESEARCH REQUEST FROM DR. PETER ROSENBAUM FOR COOPERATION IN CONDUCTING A SURVEY OF CHILDREN'S ATTITUDES TOWARD DISABILITY

Dr. Rosenbaum is requesting the support of the Hamilton Board of Education in conducting a final study in a series of investigations concerning the attitudes of children toward disabled peers. Since 1981, Dr. Armstrong and Dr. Rosenbaum have developed measures to evaluate the attitudes of students and adults toward handicapped children. With the cooperation of this Board, they have directed several studies designed to improve children's attitudes, and have shown important changes in the attitudes of both children involved in buddy programs and in their parents, in comparison with matched "control" children. Summary information was presented at a public meeting at McMaster University in mid-October 1984, and at the November 1984 meeting of the Special Education Advisory Committee.

The intent of this study is to examine patterns of children's attitudes in relation to factors such as gender, social status, self-esteem, and parent attitudes. The study has been funded by Conn Smythe Research Foundation for Crippled Children.

The proposed study is scheduled take place between February and June 1985. It would involve the random selection of 2,000 children in Grades 5 through 8 in all three Hamilton area school Boards. The Hamilton-Wentworth Roman Catholic Separate School Board has already consented to participate in this study. The Researchers would require access to approximately nine classes in each of the four grades within the Hamilton system.

Dr. Rosenbaum's team plans to visit randomly selected classes, mutually agreed upon, and spend one hour with the children. The students will be asked to complete the children's attitude questionnaire, a questionnaire assessing self-esteem, and a classroom sociometric rating of their peers. At that time each child will take home a consent form, a questionnaire for the parents designed to assess parental attitudes toward disability and a demographic information sheet. Participation in the study is voluntary, and anonymous; all information will be treated with complete confidentiality, and no information will be released which could in any way identify individual children.

This unique survey will enable the researchers and educators to gain a systematic understanding of factors which contribute to children's attitude formation. In addition, because it will sample attitudes relative to both physical and mental handicap, the researchers will be in a position to assess whether any hierarchy of attitudes exists.

The researchers recognize and appreciate that the design of this study is only possible with the assistance and cooperation of Research Services and the collaboration of the Boards of Education in our community.

Over the past several years, Dr. Rosenbaum's studies have aided, supported and enriched the knowledge of educators relative to students' attitudes towards the disabled, and have facilitated the successful integration of exceptional students within our system.

It is recommended that:

The Hamilton Board of Education cooperate with Dr. Peter Rosenbaum of McMaster University in conducting a further research project relative to students' attitudes towards disability.

Prepared and submitted by: P. S. Beveridge, Associate Superintendent of Curriculum and Special Services

Approved by: A. J. Krever
Director of Education

REPORT OF THE

TRAINABLE RETARDED CHILDREN'S ADVISORY COMMITTEE

Present: Mrs. R. Jensen (Chairman)
Trustees Paikin, Rogers and Van Horne.

Officials Present: Mr. A. J. Krever (Director of Education)
Mr. J. Penner (Deputy Business Administrator)
Mr. P. Beveridge (Associate Superintendent of Curriculum & Special Services)
Mr. A. J. Molineux (Assistant to the Business Administrator)

The Committee recommends:

PART II

(a) That Mrs. Rhoda Jensen be nominated Chairman of the Trainable Retarded Children's Advisory Committee for 1985.

(b) That the Program Advisory Committee be constituted with the following five members:

Mrs. Rhoda Jensen (Chairman - T. R. Committee),
Mrs. Marjorie Baskin (Trustee and Chairman of S.E.A.C.),
Mrs. Judith Bishop (Member of S.E.A.C.),
Mrs. Linda Armour or Dr. Joan Canby (Developmental Assessment Team, Chedoke Child and Family),
Miss Wanda McLaren (Consultant - T. R. Programs),

AND

Mr. Al Bilney to act as a resource person from the Ministry of Education.

Respectfully submitted,

Mrs. Rhoda Jensen,

Chairman.

Committee Room,
1985 01 28.

REPORT TO THE

PROVINCIAL ADVISORY COMMITTEE ON CONSTITUTIONAL

Chairman: Mrs. R. Johnson (Winnipeg).
Thompson Fortin, Mayor; and Van Dusen.

Witnesses: Mr. A. J. Fraser (Director of Elections).
Mr. J. Thomas (Deputy Minister, Municipal Affairs).
Mr. F. Moorhouse (Assistant Superintendent of Elections & Special Services).
Mr. A. J. Mulligan (Assistant to the Treasury Administrator).

The Committee recommends:

PART II

(a) That Mrs. Rhoda Jenkin be nominated Candidate at the Provincial Elections Children's Advisory Committee for 1985;

(b) That the Provincial Advisory Committee be constituted with the following five members:

Mrs. Rhoda Jenkin (Chairman - T. R. Committee).
Mrs. Marjorie Smith (Treasurer and Chairman of S.L.A.C.).
Mrs. Judith Rawlings (Member at R.E.A.L.).
Mrs. Linda Adams or Mr. Jean Cooky (Professional Advisory Team, Ontario Child and Family).
Miss Wanda Malaren (Consultant - T. R. Program).

(c) Mr. Al Stirney is not an a resource person from the Ministry of Education.

Respectfully submitted,

Mrs. Rhoda Jenkin,

Chairman.

Committee Room,
Sept 31 78.

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1985 01 31.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

PART I

I have the honour to present the following recommendation for your approval:

Superintendent of Operations

(a) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Mrs. Jean Cole, 1985 02 01 to 1985 06 28

Mrs. Lyn Cole, 1985 02 04 to 1985 06 28 (4/6 timetable)

Miss Johann Cooper, 1984 12 10 to 1985 01 18

Mrs. Mary Louise Kestell, 1985 02 01 to further notice

Mrs. Anne Washington, 1984 12 03 to further notice

(b) That Mrs. Patricia Wheaton be returned from Leave of Absence and assigned teaching duties, effective 1985 02 01.

(c) That the request of Mrs. Lorraine Baatz for a Maternal Leave of Absence, effective 1985 04 29 to 1985 08 23, be granted in accordance with conditions governing Maternal Leave.

(d) That the request of Mrs. Constance Hall (4/6 timetable) for a Personal Leave of Absence, effective 1985 09 01 to 1986 08 31, be granted.

(e) That the request of Mr. Robert de Haan for a Leave of Absence, without pay, from 1985 04 26 to 1985 05 06 inclusive, to participate with the Ambassadors Male Choir, be granted.

(f) That the following trips be approved:

i. Crestwood Secondary School, Grades 9 to 12, Physical Education, Mount St. Louis, 1985 03 05 (Tuesday)

ii. Delta, Grades 9 to 13, French, Music, Quebec City, Quebec, 1985 05 16-20 (Thursday to Monday)

iii. Delta, Grade 12, Physical Education, Mount St. Louis, 1985 02 19 (Tuesday)

iv. Delta, Grades 9 to 13, Gymnastic Team, North Bay, Ontario, 1985 03 03-05 (Sunday to Tuesday)

v. Scott Park, Grades 9 to 12, Physical Education, Kissing Bridge, New York, 1985 02 27 (Thursday)

vi. G. P. Vanier, Grades 10, 11 and 12, Outdoor Education, Lower Thames River, 1985 05 30 (Thursday)

Superintendent of Curriculum and Special Services

(a) That one secondary school (vocational) teacher attend the "Audit '85 Conference" to be held at Toronto, Thursday, 1985 02 14 to Saturday, 1985 02 16, and that $230.00 be paid towards registration and expenses. (Staff Development)

(b) That one secondary school (vocational) teacher attend the "Audit '85 Conference" to be held at Toronto, Thursday, 1985 02 14 and Friday, 1985 02 15, and that $170.00 be paid towards registration and expenses. (Staff Development)

(c) That two secondary school (vocational) teachers attend the "Audit '85 Conference" to be held at Toronto, Friday, 1985 02 15, and that $88.00 each be paid towards registration and expenses. (Staff Development)

(d) That one secondary school (composite) teacher and one alternative education teacher attend the "Connections Conference" to be held at Toronto, Thursday, 1985 04 18 to Saturday, 1985 04 20, and that $225.00 each be paid towards registration and expenses.

(e) That up to three secondary school (composite) teachers attend the "Tenth Annual Science Teachers' Seminar" to be held at Chalk River, Thursday, 1985 04 11 to Saturday, 1985 04 13, and that $250.00 each be paid towards registration and expenses.

(f) That five secondary school teachers attend the "Educational Computing Organization of Ontario Conference" to be held at Toronto, Wednesday, 1985 04 24, to Friday, 1985 04 26, and that $210.00 each be paid towards registration and expenses.

(g) That two secondary school (vocational) teachers attend the "Alumni Association of the Niagara Parks Commission School of Horticulture" to be held at Niagara Falls, Thursday, 1985 02 07 and Friday, 1985 02 08, and that $75.00 each be paid towards registration and expenses.

(h) That two secondary school (vocational) teachers attend the "Newspaper in Education Conference" to be held in Hamilton, Monday evening, 1985 03 25 and that the registration fee of $20.00 each be paid.

(i) That one secondary school (vocational) teacher attend the "Ontario Multicultural Association Conference", as a presenter, to be held at Windsor, Friday, 1985 02 22 and Saturday, 1985 02 23, at no cost to the Board.

(j) That one secondary school (vocational) teacher attend the "Weight Training For Women Seminar" to be held in Hamilton, Sunday, 1985 02 03, and that the registration fee of $50.00 be paid.

iii. Dorva, Gwen; 12, Parkland Education Board St. Louis, 1985 02 19 (Tuesday)

iv. Sparks, Grace 4 Co (1), Dynamically Sane, South Bay, Ontario, 1987 03 02-05 (Monday to Tuesday)

v. Scott Ford, Series 9 Co 12, Physical Education, Kissing Bridge, New York, 1985 02 27 (Wednesday)

vi. R. P. Vandor, Dorva 12, 1, Jan 32, Outdoor Education, Lower Tusma River, 1985 03 30 (Tuesday)

Superintendent of Curriculum and Special Services

(a) That one secondary school (vocational) teacher attend the "Skills 1985 Conference" to be held at Toronto, Thursday, 1985 02 14 to Saturday, 1985 02 16, and that $250.00 be paid towards registration fee expenses. (Staff Development)

(b) That one secondary school (vocational) teacher attend the "Skills '85 Conference" to be held at Toronto, Thursday, 1985 02 14 and Friday, 1985 02 15, and that $170.00 be paid towards registration and expenses. (Staff Development)

(c) That one secondary school (vocational) teacher attend the "Skills '85 Conference" to be held at Toronto, 1985 02 15, and that $98.00 each be paid towards registration and expenses. (Staff Development)

(d) That one secondary school (vocational) teacher at the alternative education school attend the "Community Conference" to be held at Toronto, Thursday, 1985 02 14 to Saturday, 1985 02 16, and that $250.00 each be paid towards registration and expenses.

(e) That up to three secondary school (vocational) teachers attend the "Annual Science Teachers' Conference" to be held at Cobalt River, Thursday, 1985 02 14 to Sunday, 1985 02 17, and that $250.00 each be paid towards registration and expenses.

(f) That five secondary school teachers attend the "Educational Consultation of Ontario Conference" to be held at Toronto, Wednesday, 1985 02 27, Friday, 1985 03 29, and that $170.00 each be paid towards registration and expenses.

(g) That two secondary school (vocational) teachers attend the "Mineral Exploration of the Niagara Parks Commission School of Horticulture" to be held at Niagara Falls, Thursday, 1985 02 07 and Friday, 1985 02 08, and that $75.00 each be paid towards registration and expenses.

(h) That two secondary school (vocational) teachers attend the "Kresgeon Education Conference" to be held in Hamilton, Sunday evening, 1985 03 24 and that the registration fee of $45.00 each be paid.

(i) That one secondary school (vocational) teacher attend the "Ontario Vocational Association Conference", as a presenter, to be held at Windsor, Friday, 1985 02 22 and Saturday, 1985 02 23, at no cost to the Board.

(j) That one secondary school (vocational) teacher attend the "Skills Training for Young Seniors" to be held in Hamilton, Sunday, 1985 02 03, and that the registration fee of $30.00 be paid.

(k) That three Languages Department Heads and five secondary school (composite) teachers of Languages attend the "Ontario Modern Languages Teachers' Conference" to be held at Toronto, Friday, 1985 03 22 and Saturday, 1985 03 23, and that $100.00 each be paid towards registration and expenses.

(l) That two secondary school (composite) principals attend the "Adults in Schools Conference" to be held at London, Ontario, Wednesday, 1985 04 17 to Friday, 1985 04 19, and that expenses be paid according to policy.

Associate Superintendent of Curriculum and Special Services

(a) That the upgrading and credit Summer School be held at Sir John A. Macdonald, Scott Park and Sherwood Secondary Schools from Monday, 1985 07 08 to Friday, 1985 08 16 inclusive.

(b) That one teacher attend the workshop on Special Education in Secondary Schools, sponsored by the Ontario Council for Leadership in Educational Administration to be held in Toronto, Thursday, 1985 02 28, and that $130 be paid towards the cost of registration and expenses.

Respectfully submitted,

A. J. Krever,
Director of Education

1985 01 31

The Chairman and Members,
The Education Management Committee,
The Board of Education for the
City of Hamilton.

Ladies and Gentlemen:

THE CO-OPERATIVE EDUCATION PROGRAMME

Background:

During the period of programme planning leading to 1984 Budget deliberations, the objectives and scope of the co-operative education programme of this board were given careful consideration by the trustees. Twelve instructional lines, the equivalent of two full-time teachers were approved, commencing September, 1984. This was in addition to the 3 lines at one secondary school and two at another as well as 2 1/2 staff in central office. The part-time monitoring ceased to exist as of June 30, 1984.

Developments on the 1984-85 Academic Year To Date:

During the first semester a year ago, we were able to place 266 students in co-op programmes; the first semester this year - 263.

In the second semester a year ago, 275 were placed; this coming semester we have placed 352. It is clear that with the school based-monitoring now in place, interest in the co-op mode of learning is accelerating because of the close ties of monitors and students.

For the second semester we had firm requests for 393 placements; we have been able to accommodate only 352 because of monitoring restrictions and in some few instances lack of appropriate work stations.

Recommendation:

That this progress report be received for information.

Prepared by: E. J. Knott, Program Co-ordinator, Co-operative Education

Submitted by: C. G. W. McKague, Superintendent, Curriculum and Special Services

Approved by: A. J. Krever, Director of Education

/sb

REPORT OF THE

FRENCH LANGUAGE ADVISORY COMMITTEE

Present: Mr. H. Paquin (Chairman);
Trustees Varrasso, Vine and Mulholland; Mesdames Barker and Garon;
Miss Lapointe; Messrs. Desmarais and Lord.

Also
Present: Trustee Van Horne.

Officials
Present: Mr. J. Penner (Deputy Business Administrator),
Mr. R. Kennedy (Area Superintendent),
Mr. R. Adams (Supervisor, Special Education),
Mr. A. J. Molineux (Assistant to the Business Administrator).

The Committee recommends:

PART I

(a) That Mr. Hubert Paquin be Chairman of the French Language Advisory Committee for 1985.

(b) That Miss Renee Lapointe be Vice-chairman of the French Language Advisory Committee for 1985.

(c) That the 1985 membership fee of $356.50 be paid to Association francaise des Conseils scolaires de l'Ontario (A.F.C.S.O.).

Respectfully submitted,

Mr. H. Paquin,
Chairman.

Committee Room,
1985 01 23.

[illegible]

[illegible]

[illegible]

[illegible]

[illegible] Mr. R. Kaplin (Chairman),
Frederick Fairman, Wine and Spirits Board, Mackenzie Butler and Garson,
Wine Importers Agents, Vancouver and Ladd.

[illegible] Frederick Von Sorne.

[illegible]
[illegible] Mr. G. Sedney (Liquor Control Administrator),
Mr. F. Kennedy (area supervisor).
Mr. R. Adams (Supervisor, Special Investigations),
Mr. A. G. Wilkins (Assistant to the Business Administrator).

Committee recommends

PART I

That Mr. Kaplin be chairman of the Grands Assortis Advisory Listing for 1985.

That Miss Maria Lagunas be vice-chairman of the French Language Advisory Listing for 1985.

That the 1985 membership fee of $356.50 be paid to Association Francaise Conseils Acolaires de l'Ontario (AFCAO).

Respectfully submitted,

Mr. R. Kaplin,
Chairman.

[illegible]tion Room,
[illegible] 07 23.

CA4 ON HBL W26
A32
1985

A G E N D A

EDUCATION MANAGEMENT COMMITTEE

1985 03 05

Confirmation of the minutes of the last regular and special meeting of 1985 02 14.

GENERAL

NEW BUSINESS:

1. Recommendations of the Director of Education.

2. A.L.S.B.O. Computer Based Learning Materials Project.

PART II

NEW BUSINESS:

1. Recommendations of the Director of Education.

2. Report of the Committee To Study the Future of French Immersion.

PART I

NEW BUSINESS:

1. Recommendations of the Director of Education.

2. McMaster University Research Proposal - Dr. J. Blake.

3. Report from the Officials re: "The Artist-in-Residence Project".

4. Report of the French Language Advisory Committee.

5. Report of the Special Meeting of the French Language Advisory Committee.

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1985 03 05

To the Chairman and Members,
Education Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

GENERAL

I have the pleasure to present the following recommendations for your approval:

(a) That the Hamilton Board of Education co-sponsor, with the Hamilton-Wentworth Separate School Board, the request for a Canada Works Grant for Adult Basic Education.

(b) That Mrs. Judith Binns, Supervisor of Curriculum and Instruction (Family Studies), be seconded to the Ministry of Education, effective 1985 09 01 to 1986 08 31, for the purpose of assisting in the renewal of the Intermediate/Senior Family Studies Guideline for Ontario.

Superintendent of Curriculum and Special Services

(a) That the Supervisor and Consultant of Business Education attend the "Ontario Business Education Association Annual Conference" to be held at Toronto, Thursday evening, 1985 04 11 to Saturday, 1985 04 13, and that the registration fee of $160 each be paid.

(b) That the action of the Superintendent of Curriculum and Special Services in permitting one Physical Education Consultant to attend the "Leisure Symposium" to be held at Hamilton, Friday, 1985 03 01 and that the registration fee of $10 be paid, be approved.

(c) That the Values Education Consultant attend the "Religious Education in Ontario Conference" to be held at Toronto, Wednesday, 1985 05 29 to Friday, 1985 05 31, and that $120 be paid towards registration and expenses.

(d) That up to $3,000 be paid for full and partial registrations in order to have as many teachers, principals and Education Centre personnel as possible attend the 1985 "Career Symposium" to be held in Hamilton on Tuesday, 1985 04 23.

Associate Superintendent of Curriculum and Special Services

(a) That the Associate Superintendent of Curriculum and Special Services attend the 63rd Annual Convention of the Council for Exceptional Children to be held at Anaheim, California, Monday, 1985 04 15 to Friday, 1985 04 19, and that expenses be paid according to policy.

(b) That the Supervisor of Special Education (President Elect of the Ontario Federation of Chapters, Council for Exceptional Children), attend the 63rd Annual Convention of the Council for Exceptional Children to be held at Anaheim, California, Monday, 1985 04 15 to Friday, 1985 04 19, his expenses to be paid by the Council for Exceptional Children.

(c) That one Adjustment Counsellor attend the Seventh Annual Guelph Conference on Sexuality (Sexual Child Abuse), to be held at Guelph on Tuesday, 1985 06 18, and that the registration fee of $75 be paid.

(d) That the action of the Associate Superintendent of Curriculum and Special Services in permitting one Speech Pathologist to attend the conference "Language-Learning Disabilities: Issues in Assessment and Remediation", held in Toronto, Friday, 1985 03 01, be approved and that $90 be paid towards the cost of registration and expenses.

Respectfully submitted,

A. J. Krever,
Director of Education.

-as

1985 02 25

The Chairman and Members,
The Education Management Committee,
The Board of Education for the
City of Hamilton.

Ladies and Gentlemen:

RE: THE ALSBO COMPUTER-BASED LEARNING MATERIALS PROJECT

Background:

Following is a chronology of the major events of this project:

- in 1981 the A.L.S.B.O. Task Force on Computers recommended that a consortium of member boards be organized to produce quality courseware and software co-operatively; the Ministry to be invited to join.
- 10 boards, including Hamilton, became participating members in the consortium, the Ministry initially withdrawing; each contributed $20,000.
- a project manager was engaged; rigorous criteria for projects and author training were established in order to achieve quality software.
- lessonware proposals were invited from interested teachers and over 50 were received.
- 17 proposals were approved and funded; all authors came from consortium boards.
- the Ministry requested membership, paid $20,000 and was admitted on the understanding that it would convert all programmes for use on the O.E.M. and have distribution rights to all boards within the province.
- an eleventh board was admitted when it was agreed that it would provide administrative reproduction and distribution services in the later stages of the project.

Current Situation:

- the 17 projects are in varying stages of validation and completion (see Exhibit A attached).
- the software has been developed on machines other than O.E.M. and will be distributed to boards initially for use on the original machine only until Ministry conversion is completed.
- at least 3 software packages will be distributed to consortium boards by March; others will follow this spring.
- no dates for Ministry distribution province-wide have been announced.

Future Directions:

- software authors will retain rights to sell their materials outside the province.
- ALSBO is anxious to meet with boards to discuss the current project, demonstrate completed software and explore interest in new directions including a possible second project.
- on March 27 and 28, at an airport hotel, ALSBO is planning a workshop on the project for trustees and administrators; it will feature the authors and their software and panel discussion on the development of computer-based learning materials.

It is respectfully recommended:

That $20,000 be allocated in the 1985 budget for a second ALSBO Computer-Based Learning Materials Project pending a meeting with ALSBO to observe software and to discuss future plans.

Prepared and submitted by: C. G. W. McKague, Superintendent, Curriculum and Special Services

Approved by: A. Krever, Director of Education

Status Report - ALSBO Lessonware Projects

February 11 1985

1. Being Field Tested

Division	PROJECT	MICRO
Int.	Buckley (BC Lumbering)	Pet
Jr./Int.	Collacutt (Shapemate)	C64
Int./Sr.	Marmorek/Watt (Essay Outliner)	C64
Pr./Jr.	White (Putting yourself together)	C64
Jr./Int.	Nakamura (Type away)	C4000
Int.	Goodfellow (Heartland Enterprise) ; was Oct	Pet
Sr.	Jhu (Ideal Gas Law)	Apple II
Int.	Leslie (Atlantic fishing) ; was Nov	Pet
Sr.	MacRae (Waves in two dimensions)	C64

2. Already completed: (ready for field testing)

Sr.	Robinson (Chemical equilibrium simulation)	Apple IIE

3. Being evaluated by project managers

Int./Sr.	Burlison (Graphmaster)	Apple IIE
Int.Sr.	Abramovitch (Cheque reconciliation) first part	Pet
Jr./Int.	Ducker (Infoschool)	C64

4. Being programmed

Jr.	Revell/Evans (Blocker) ; due by Feb 15	Apple IIE
Int.	Lang (Communication System Simulation) now using Robinson's programmer	Apple
Sr.	Pearce (That's Life) stage 1 not approved recovered its lost momentum	Pet
Pr./Jr./Int.	Ratsep (Map Manoeuvre) ; due by Feb 15	C64

5. Stage 1 not approved (see comments below)

Jr.	Pearce (That's life) - few concerns	Pet

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1985 02 28.

To The Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

PART II

I have the honour to present the following recommendations for your approval:

(a) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaires according to schedule:

Mr. Charles Buttle, 1985 04 29 to 1985 06 28

Mrs. Barbara Carey, 1985 03 18 to 1985 06 28 (.5)

Miss Elizabeth Carey, 1985 01 14 to 1985 03 08

Mrs. Nancy Crawford, 1985 03 01 to 1985 06 28

Miss Pamela De Roches, 1985 01 24 to 1985 03 04

Mrs. Janet Dove, 1985 04 01 to 1985 06 28

Mrs. Sandra Dowhan, 1985 02 15 to 1985 06 28

Mrs. Kathryn Jones, 1985 01 09 to 1985 02 26

Mrs. Kathryn Jones, 1985 03 11 to 1985 06 28 (.5)

Mrs. Kathryn Jones, 1985 04 22 to 1985 06 28 (.5)

Mrs. Carma McKay, 1985 04 14 to 1985 02 28

Mrs. Verna Noble, 1985 02 19 to 1985 03 25

Mrs. Jacqueline Odoni, 1985 03 18 to 1985 06 28

Mrs. Diane Parente, 1985 03 18 to 1985 06 28

Mrs. Louise Quinn, 1985 03 22 to 1985 06 28

Mr. Christopher Rothwell, 1985 01 31 to 1985 02 28

Miss Sherri Thomson, 1985 03 19 to 1985 06 28

Miss Patricia Vernon, 1985 03 19 to 1985 06 28

(b) That the appointments of the following teachers to the Occasional Staff, approved at previous meetings, be changed to become effective as shown:

Mrs. Colleen Hanna, 1984 11 01 to 1985 05 31 (.5)

Mrs. Donna Moore, 1985 01 07 to 1985 02 15 (.5)

(c) That the following teachers be returned from Leaves of Absence and assigned teaching duties, effective as shown:

Mrs. Ruth Roberts, 1985 03 04

Mrs. Pamela Tuff, 1985 02 25

(d) That the requests of the following teachers for Maternal Leaves of Absence, effective as shown, be granted in accordance with conditions governing Maternal Leave:

Mrs. Shelley Freeman, 1985 03 22 to 1985 07 18

Mrs. Jeannie Hughes, 1985 03 19 to 1985 07 15

Mrs. Janet Jessop, 1985 04 01 to 1985 07 26

Mrs. Mary Rishaur, 1985 05 06 to 1985 08 30

Mrs. Angela Sirrs, 1985 04 22 to 1985 08 16 (.5)

(e) That the request of Mrs. Katharine Halford for an Adoption Leave, effective 1985 03 01 to 1985 08 31, be granted.

(f) That the requests of the following teachers for Parental Leaves of Absence, effective as shown, be granted:

Mrs. Adrienne Archer, 1985 03 04 to 1986 08 31

Mrs. Deborah Pamukoff, 1985 03 18 to 1985 08 31

(g) That the request of Ms. Janis Colohan for a Health Leave of Absence, effective 1985 02 01 to 1985 02 22 (.5) be granted.

(h) That the resignations of the following teachers, who are retiring on superannuation, effective 1985 03 31, be accepted with regret, and that they be considered for gratuity in accordance with the Board's plan:

Mr. Bruce Hopkinson

Mrs. Wilhelmena Leslie

(i) That the resignation of Mrs. Phyllis M. MacNeill, who is retiring on superannuation, effective 1985 12 31, be accepted with regret, and that she be considered for gratuity in accordance with the Board's plan.

(j) That the resignation of Mr. William M. Ferrier, Principal, who is retiring on superannuation, effective 1985 08 31, be accepted with regret, and that he be considered for gratuity in accordance with the Board's plan.

(k) That the following trip be approved:

(i) Viscount Montgomery, Grade 8, Outdoor Education, Camp Kilcoo, Minden, Ontario, 1985 06 12-15 (Wednesday to Saturday)

Superintendent of Curriculum and Special Services

(a) That one teacher attend the "Ontario Intramural Recreation Association Symposium" to be held at Geneva Park, Sunday, 1985 04 28 to Tuesday, 1985 04 30, and that $200.00 be paid towards registration and expenses.

(b) That one Primary Consultant and five teachers attend the "Canadian Association for Young Children Conference" to be held at Toronto, Friday, 1985 04 12 and that $50.00 each be paid towards registration and expenses.

(c) That three teachers be requested to attend "The Workshop on Teaching About Japan in Ontario Schools" to be held in Toronto on Friday, 1985 03 29 and that $20.00 each be paid towards expenses.

(d) That two principals attend the "Ontario Principals' Association Annual Conference" to be held at Toronto, Thursday evening, 1985 03 28 and Friday, 1985 03 29, and that $60.00 each be paid towards registration and expenses.

(e) That two vice-principals attend the "In The Vice-Principals' Chair Conference" to be held at Toronto, Sunday, 1985 05 12 to Tuesday, 1985 05 14, and that $155.00 each be paid towards registration and expenses.

Associate Superintendent of Curriculum and Special Services

(a) That one teacher attend the International Conference on Autism to be held in Winnipeg, Manitoba, Wednesday, 1985 05 15 to Friday, 1985 05 17, and that expenses be paid according to policy.

(b) That one teacher attend the conference "Treating Impulsive Children" to be held in Toronto, Friday, 1985 04 12 and Saturday, 1985 04 13, and that $180 be paid towards the cost of registration and expenses.

REPORT OF THE

COMMITTEE TO STUDY THE FUTURE OF FRENCH IMMERISON

Present: Mrs. L. Vine (Chairman);
Trustees Clarke, Cunningham, McMurrich and Mulholland.

Also
Present: Trustees Baskin, Detwiler, Kennedy, Rogers and Van Horne.

Officials
Present: Mr. A. J. Krever (Director of Education),
Mr. C. McKague (Superintendent of Curriculum & Special Services),
Mr. R. Kennedy (Area Superintendent),
Mr. A. J. Molineux (Assistant to the Business Administrator).

The Committee recommends:

PART II

1. That three French Immersion senior kindergarten classes operate at Earl Kitchener Elementary School for September, 1985.

Respectfully submitted,

Mrs. L. Vine,
Chairman.

Committee Room,
1985 02 18.

MINUTES OF THE

COMMITTEE TO STUDY THE STATUS OF FRENCH INSTRUCTION

Present: Mrs. L. Vine (Chairman);
Trustee Clarke, Cunningham, McCarvill and Williams.

Also
Present: Trustees Bailin, Derwitt, Kennedy, Royers and Van Horne.

Officials
Present: Mr. A. J. Levey (Director of Admissions);
Mr. G. McKenzie (Coordinating of Curriculum & Special Services);
Mr. R. Kennedy (Area Superintendent);
Mr. A. J. Matthews (Assistant to the Business Administrator).

The Committee recommends:

THAT IT

1. That three French immersion senior kindergarten classes operate at Earl Kitchener Elementary School for September, 1985.

Respectfully submitted,

Mrs. L. Vine,
Chairman.

Committee Room,
1985 02 18

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1985 02 28.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

PART I

I have the honour to present the following recommendations for your approval:

(a) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Mrs. BettyJean Robinson, 1985 01 07 to 1985 02 15

Mrs. Brenda Wisborg, 1984 12 03 to 1985 02 01

(b) That Mrs. Lucienne Rowan be returned from Leave of Absence and assigned teaching duties, effective 1985 02 01.

(c) That the request of Mrs. Janice McVittie for a Maternal Leave of Absence, effective 1985 04 15 to 1985 08 09, be granted in accordance with conditions governing Maternal Leaves.

(d) That the request of Mrs. Jayne Elgie for an extension of her Leave of Absence, effective 1985 09 01 until 1986 08 31, be granted.

(e) That the resignations of the following teachers, who are retiring on superannuation, effective 1985 08 31, be accepted with regret, and that they be considered for gratuity in accordance with the Board's plan:

Mrs. Mary Ellen Burville

Mr. Victor Burville

Mr. Carman Harrison

Mr. Joseph W. Knight

Mr. Douglas A. Laxton

Mr. Robert E. Macaulay

(f) That the resignation of Mr. Edgar Rumney, Vice-Principal, who is retiring on superannuation, effective 1985 08 31, be accepted with regret, and that he be considered for gratuity in accordance with the Board's plan.

(g) That the resignation of Mr. James H. Russell, Principal, who is retiring on superannuation, effective 1985 08 31, be accepted with regret, and that he be considered for gratuity in accordance with the Board's plan.

(h) That up to 100 students of Grade 12 Urban Geography be permitted to attend a four day field study in Montreal, Quebec, from Thursday 1985 05 02 to Sunday 1985 05 05, at their own expense.

(i) That the Geography Supervisor or designate and one teacher for every fifteen students attend the four day field study in Montreal, Quebec, and that each receive $135.00 towards their expenses.

(j) That the following trips be approved:

(i) Alternative Education Program, Physical Education, Kissing Bridge, New York, 1985 03 27

(ii) Crestwood, Physical Education, Mount St. Louis/Moonstone, 1985 03 21

(iii) Scott Park, Grades 9-13, Music, Montreal, Quebec, 1985 04 17-19 (Wednesday to Friday)

Superintendent of Curriculum and Special Services

(a) That two secondary school (composite) teachers attend the "Religious Education in Ontario Conference" to be held in Toronto, Wednesday, 1985 05 29 to Friday, 1985 05 31, and that $120.00 each be paid towards registration and expenses.

(b) That one secondary school (composite) teacher attend the "Ontario Intramural Recreation Association Symposium" to be held at Geneva Park, Sunday, 1985 04 28 to Tuesday, 1985 04 30, and that $200.00 be paid towards registration and expenses.

(c) That six composite and two vocational secondary school teachers of Business Education attend the "Ontario Business Education Association Annual Conference" to be held at Toronto, Thursday evening, 1985 04 11 to Saturday, 1985 04 13, and that the registration fee of $160.00 each be paid.

(d) That two secondary school (composite) teachers attend the "C" Programming Language Workshop" to be held at Waterloo, Wednesday, 1985 03 27 to Friday, 1985 03 29, and that $320.00 each be paid towards registration and expenses.

(e) That one secondary school (composite) teacher attend the "Pearson '85 Conference" to be held at the University of Victoria, B.C., either Sunday, 1985 07 28 to Friday, 1985 08 02 or Sunday, 1985 08 04 to Friday, 1985 08 09 and that $260.00 be paid towards registration and expenses.

(f) That two secondary school teachers of Science attend the "Connections Conference" to be held at Toronto, Thursday, 1985 04 18 to Saturday, 1985 04 20, and that $225.00 each be paid towards registration and expenses.

(g) That up to twenty-five secondary school teachers of Geography attend "The Geography Forum" to be held at McMaster University, Saturday, 1985 03 30, and that the registration fee of $12.00 each be paid.

(h) That one secondary school (composite) teacher attend "The A.L.S.B.O. Experience" workshop on computer-based learning materials to be held at Toronto, Thursday evening, 1985 03 28 and Friday, 1985 03 29 as an author and presenter. It is understood that A.L.S.B.O. will pay his expenses.

(10) That up to 100 students of Grade 7 or 8 who participate in preparation for making a four day Field Trip to Montreal, Quebec, from January 23rd to 26 or 27 inclusive (1969) be paid their expenses.

(11) That the Secretary-Treasurer be authorized to pay Dorothy Lee, Jenny Fairley, Annette Mitchell the five day Field Trip in February, Monday, and that their trip be paid towards their expenses.

(12) That the following fees be approved:

(a) Alternative Education Program, Ontario Institute for Studies in Education, New York, July 23-27

(b) Centennial Conference, Ontario Education, Toronto, Feb. 27-28

(c) Scott Park, Jenny Smith Park, Mississauga, Quebec, July 20 - July 24 (Fees: $25.00)

Supplementary of Directives and Special Expenses

(a) That the secondary school Geographical Society attend the Geography Education in Ontario Conference to be held in Toronto, Wednesday, 1969-02-26 to Friday, 1969-02-28, and that $125.00 each be paid towards registration and expenses.

(b) That the secondary school Geographical Society attend the Ontario Institute for Studies in Education, Toronto, to be held at Queen's Park, Sunday, 1969-02-23 to Thursday, 1969-02-26, and that $150.00 be paid towards registration and expenses.

(c) That the Secretary-Treasurer attend Ontario Secondary School Teachers' Federation Convention, to be held at Queen's Park, Toronto, 1969-02-24 to 26, and that $100.00 be paid towards registration and expenses.

(d) That the Secretary-Treasurer attend Ontario Secondary School Teachers' Federation Convention, to be held at Queen's Park, Toronto, 1969-02-24 to 26, and that $100.00 be paid towards registration and expenses.

(e) That the secondary school Geographical Society attend the "Geography Education Workshop" to be held at Brantford, Wednesday, 1969-02-12 to Friday, 1969-02-14, and that $100.00 each be paid towards registration and expenses.

(f) That the secondary school Geographical Society attend the "Geography Education Workshop" to be held at Brantford, Wednesday, 1969-02-12 to Friday, 1969-02-14, and that $100.00 each be paid towards registration and expenses.

(g) That the secondary school Geographical Society attend the "Geography Education Workshop" to be held at Brantford, Wednesday, 1969-02-12 to Friday, 1969-02-14, and that $100.00 each be paid towards registration and expenses.

(h) That the secondary school Geographical Society attend "The A.L.A.S.K. Conference" conference on Computer-Assisted Learning Activities to be held at Toronto, Ontario, Friday, 1969-02-28 and Saturday, 1969-03-01 as an auditor and observers. It is also noted that A.L.A.S.K.C. will pay his expenses.

(i) That the action of the Superintendent of Curriculum and Special Services in permitting the Program Co-ordinator of Co-operative Education to attend the "Ontario Co-operative Education Association Co-ordinators' Workshop" at Toronto, Monday, 1985 03 04, and that the registration fee of $45.00 be paid, be approved.

(j) That one secondary school (composite) principal attend the "Adult in Schools Conference" to be held at London, Ontario, Wednesday, 1985 04 17 to Friday, 1985 04 19, and that expenses be paid according to policy.

(k) That one secondary school (vocational) teacher attend the "Ontario Secondary School Cosmetology Teachers' Association Conference" to be held at Toronto, Thursday, 1985 05 23 and Friday, 1985 05 24, and that $60.00 be paid towards registration and expenses.

(l) That one secondary school (composite) teacher attend the "Francophone Business Heads' Annual Meeting" to be held at Toronto, Thrusday, 1985 04 11, and that the registration fee of $20.00 be paid.

(m) That the board approve the submission of a proposal for funding, in co-operation with the Race Relations Division of the Ontario Human Rights Commission, to Employment and Immigration Canada for a Canada Works grant in the amount of $204,920 for a continuation of the development of curriculum resource materials that deal with prejudice and discrimination.

Respectfully submitted,

A. J. Krever,
Director of Education

/sb

1985 02 25

To The Chairman and Members,
The Education Management Committee,
Board of Education for the
City of Hamilton,

Ladies and Gentlemen:

RE: MENSTRUAL HEALTH STUDY PROPOSAL - DR. J. BLAKE

Dr. Jennifer Blake, Assistant Professor, Department of Obstetrics and Gynecology, McMaster University is prepared, pending Board approval, to undertake a study of the menstrual cycle of 1,200 girls in their teenage years in secondary schools.

The rationale, scope and time-line of the study are outlined in the Summary Proposal on the next two pages of this report.

We believe the study to be of value to the participants and to medical research; parental consent must be obtained and the question of anonymity is appropriately addressed.

It is respectfully recommended:

That the Menstrual Health Study Proposal of Dr. Jennifer Blake, Department of Obstetrics and Gynecology, McMaster be approved; the research will commence in the fall of 1985.

Prepared and Presented by: C. G. W. McKague, Superintendent of Curriculum and Special Services in co-operation with O. Jackson, Supervisor, Research and Dr. J. Blake.

Approved by: A. J. Krever, Director of Education

Menstrual Health Study
Summary Proposal

STUDY RATIONALE

Menstrual irregularities are common in the teenage years. While most girls will eventually establish a regular cycle, some will go on to have longstanding menstrual irregularities and related health problems such as infertility.

STUDY OBJECTIVE

To determine how common menstrual irregularities are in otherwise healthy Hamilton girls throughout the teenage years. By so doing it should be possible to determine the size of the population at risk for longterm menstrual irregularity and it s complications.

THE SCHOOL BOARD

Because we are interested in studying a generally healthy group of girls, we are approaching the Board of Education for permission to survey school girls.

We would like to administer an anonymous questionnaire to 1200 girls enrolled in Physical Education or Family Studies classes. The classes to be surveyed would be chosen at random by the Research Office of the Board of Education, and informed parental consent would be obtained prior to administration of the questionnaire. Approximately 400 of the girls surveyed will be invited to participate in monthly calendar card records which would be anonymously mailed back to the study physician with no further involvement of the schools or teachers necessary.

THE SCHOOLS

It is hoped that the proposed study could be done with minimum disruption of the orderly conduct of the classes. Following a brief introduction by the classroom teacher, the parental consent forms will be distributed. A Parent Information night will be scheduled to coincide with the request for consent, for interested parents. Following this, questionnaires will be distributed to consenting students.They will be able to complete the questionnaire on their own time and return it to their teacher for pickup by the study physician. In classes in which calen dar cards are to be offered, there will be a package of stamped addressed cards bearing a study identification number which will be distributed with the questionnaire.

It is anticipated that not more than 10- 15 minutes of classroom time would be needed. A covering information letter to the teachers will outline the study rationale and design, as well as give guidelines for the questionnaire administration.The Study

Physician will be available for information meetings with the teachers if this would be considered helpful.

THE STUDENTS

Students who receive parental permission will receive a confidential and anonymous questionnaire, to be completed outside of class time. The survey asks a series of questions dealing with the menstrual cycle and should take no more than 15 minutes to complete. Students who participate in the monthly calendar would receive a packet of pre-stamped, addressed cards to be completed and mailed back to the study physician.

It is hoped that the exercise of reviewing their menstrual history, and of developing a record keeping habit will be, of itself, a useful exercise that will promote health through self awareness. In this way girls with unusual menstrual cycles may elect to seek medical advice from their own Doctor.Every attempt will be made not to interfere in the physician-patient relationship of any student. Study results can be made available in summary form for future use in teaching about the menstrual cycle.

STUDY PHYSICIAN

The Study Physician is a gynecologist with additional training and specialization in disorders of the Adolescent. She will be responsible for:

- Distribution and collection of the questionaire
- Provision of information to teachers involved in the survey
- Provision of a parental consent letter
- Calendar records
- Communication with the Board, Schools, Teachers and Parents
- Maintenance of strict confidentiality
- Any other administrative details that may arise.

The expected timing of the survey is mid-fall of 1985, the time to negotiated so as to be best accommodated in the curriculum of the Physical Education and Family Study classes.

MENSTRUAL HEALTH QUESTIONNAIRE

DRAFT

THANK YOU FOR AGREEING TO COMPLETE THIS QUESTIONNAIRE ABOUT YOUR MENSTRUAL CYCLE...THE RESULTS SHOULD HELP US TO BETTER UNDERSTAND THE PROBLEMS OF TEENAGE WOMEN.

WE WOULD LIKE TO KEEP YOUR ANSWERS COMPLETELY PRIVATE. PLEASE DO NOT WRITE YOUR NAME ANYWHERE ON THIS QUESTIONNAIRE.

WE WILL NOT SHOW YOUR RESULTS TO YOUR TEACHERS OR YOUR PARENTS,BUT YOU SHOULD FEEL FREE TO ASK THEM QUESTIONS IF YOU ARE NOT SURE ABOUT ANYTHING.

BEFORE YOU BEGIN, PLEASE MARK YOUR QUESTIONNAIRE NUMBER (top right hand corner) ONTO YOUR ANSWER CARD WHERE YOU WOULD USUALLY MARK YOUR STUDENT NUMBER, AND COMPLETE THE QUESTIONS ON THE BACK OF THE CARD.

NOW HERE GOES...

1. Have your menstrual periods started yet?

   A yes

   B no... go straight to question #29

2. How old were you when your menstrual periods began?

   A 12 or younger..... _____ years old

   B 13

   C 14

   D 15 or older..... _____ years old

   E I can't remember

THE LENGTH OF THE MENSTRUAL CYCLE IS COUNTED BY STARTING WITH THE FIRST DAY OF MENSTRUAL BLEEDING, AND LASTS UNTIL THE FIRST DAY OF THE NEXT MENSTRUAL PERIOD.

3. Counting in this way,how long is your menstrual cycle these days? (When one period begins, when can you usually expect the next?)

A 2 weeks or sooner _____weeks

B 3 weeks

C 4 weeks

D 5 weeks or longer _____weeks

E irregular, from_____ to _____weeks

4. Is your menstrual cycle the same length every time?

A yes, always....go straight to Question #8

B no, not every time.... go to Question #5

5. Do your periods come earlier than expected?

A often

B sometimes

C never

6. Do your periods come later than expected?

A often

B sometimes

C never

7. Do you skip or miss periods?

A often

B sometimes

C never

8. When did your last menstrual period start?

A less than 2 weeks ago

B between 2 and 3 weeks

C between 3 and 4 weeks

D more than 4 weeks ago

E I'm not having them yet!

QUESTIONS #9-14 ARE ALL PART OF A SET. THEY ARE SIMILAR, BUT NOT IDENTICAL TO ONE ANOTHER. PLEASE READ THE INSTRUCTIONS FOR EACH QUESTION CAREFULLY, AND TAKE YOUR TIME!

9. Were you having menstrual periods one year ago?

A yes

B no... if you answer no, skip to question # 11

10. How long was your menstrual cycle one year ago? (How often did your periods come?)

A 2 weeks or shorter _____weeks

B 3 weeks

C 4 weeks

D 5 weeks or longer _____weeks

E irregular, from_____ to _____weeks

11. Were you having menstrual periods two years ago?

A yes

B no... if you answer no, skip to question #13.

12. How long was your menstrual cycle two years ago? (How often did your periods come?)

A 2 weeks or shorter _____weeks

B 3 weeks

C 4 weeks

D 5 weeks or longer _____weeks

E irregular, from_____ to _____weeks

13. Were you having menstrual periods three years ago?

A yes

B no... if you answer no, skip to question #15.

14. How long was your menstrual cycle three years ago? (How often did your periods come?)

A 2 weeks or shorter _____weeks

B 3 weeks

C 4 weeks

D 5 weeks or longer _____weeks

E irregular, from_____ to _____weeks

TERRIFIC, YOU MADE IT THROUGH THAT SERIES. NOW ONTO THE NEXT PART OF THE QUESTIONNAIRE.....

TO ANSWER THE NEXT THREE QUESTIONS, PLEASE MARK ALL OF THE MEDICATIONS WHICH YOU HAVE TAKEN DURING THE PAST THREE MONTHS.

15. MEDICATION FOR PAINFUL PERIODS?

A Aspirin, *Tylenol* or *222,Tylenol#2* etc.

B *Ponstan* or *Anaprox* or *Motrin*

C Birth Control Pills

D other.... please list_____

E none

16. Medication containing hormones?

A Birth control pills

B *Provera*

C Steroids

D Other....please list_____

E None

17. Any other medications?

A Vitamins

B Iron

C Other.....please list_____

_____

D None

HAVE YOU USED ANY OF THE FOLLOWING MEDICATIONS IN THE PAST, BUT STOPPED, AND ARE NO LONGER USING THEM?

18. MEDICATION FOR PAINFUL PERIODS?

A Aspirin, *Tylenol* or *222,Tylenol#2* etc.

B *Ponstan* or *Anaprox* or *Motrin*

C Birth Control Pills

D other....._____

E none

19. Medication containing hormones?

A Birth control pills

B *Provera*

C Steroids

D Other....._____

E None

20. Any other medications?

A Vitamins

B Iron

C Other....._____

_____

D None

So far so good....you're about half way....

21. How long do your periods last, generally speaking?

A 2 days or shorter

B 3-5 days

C 6-8 days

D 9 days or more

E There is no usual length, anywhere from_____ to_____

22. How heavy is your menstrual bleeding?

A Very light

B Moderate

C Heavy

D Very heavy

23. Have you ever had menstrual bleeding so heavy that you required (you may select more than one):

A Blood transfusion

B Surgery

C Medication (Birth control pills, *provera* etc.)

D Iron because of low blood on a blood test

E None of these

24. Are your periods painful?

A Never

B Some of the time

C Most of the time

D All of the time

25. How painful are they, generally speaking?

A Not at all

B Bother me a little, but I can forget about it

C Quite painful

D Very painful, interferes with my usual activity

26. When your periods come do you generally

A Carry on as usual

B Cut down on some of my usual activities

C Rest at home for one day or less

D Rest at home for more than one day

27. How long does the pain generally last?

A There is no pain

B Less than a day

C One day

D Two or three days

E Four days or more

28. At what age did your periods become painful?

A They are not painful

B 13 or younger _____ years old

C 14

D 15 or older _____ years old

E I can't remember

29. Have you been on a diet to lose weight in the past 12 months?

A Yes

B No

30. How much weight have you lost in the past 12 months?

A None

B Less than 5 pounds

C 5-10 pounds

D 11-15 pounds

E more than 15 pounds

31. How much weight would you like to lose?

A None

B Less than 5 pounds

C 5-10 pounds

D 11-15 pounds

E more than 15 pounds

32. Do you exercise regularly? (aerobics, running, jogging, cycling, competitive sports, weight lifting etc.)

A No regular exercise

B From one half to 1 hour a week

C From 1-2 hours a week

D From 3-4 hours a week

E 5 or more hours a week.... please write in_____ hours.

33. Which of the following do you regularly take part in? You may select more than one:

A Aerobics

B Running or jogging

C Competitive sports *such as*_____

D Other_____

E None

34. Have you been to your family doctor in the past 12 months because of trouble with:

A Painful Periods

B Irregular period or Missed periods

C Heavy periods

D Other _____

E Have not been to the doctor in the past 12 months

35. Have you been to a specialist (Gynecologist) because of:

A Painful Periods

B Irregular periods or Missed periods

C Heavy periods

D Other _____

E Have not been to a specialist (Gynecologist) the past 12 months

36. Are you worried about any of these health problems?

A Painful Periods

B Irregular periods

C Missed periods

D Heavy periods

E Other _____

37. Have you had any of the following?

A Heart, Kidney, or other serious Medical Disease

B Cancer

C Surgery to remove the uterus or ovaries

D Pregnancy

E None of these

38. In the past few days, have you been more irritable than usual?

A yes

B no

39. In the past few days has your mood changed suddenly without obvious reason?

A yes

B no

40. In the past few days, have you felt jittery or upset?

A yes

B no

41. In the past few days, have you felt sad or blue?

A yes

B no

42. In the past few days have you felt swollen or bloated?

A yes

B no

43. In the past few days have you had cravings for food, more than usual?

A yes

B no

44. In the past few days, have your breasts felt swollen or tender?

A yes

B no

45. In the past few days, do you feel more angry than usual?

A yes

B no

46. In the past few days, have you felt like crying?

A yes

B no

47. In the past few days, have you felt that you would prefer to be left alone?

A yes

B no

48. In the past few days, do you find that your concentration is not as good as usual?

A yes

B no

49. In the past few days have you felt more clumsy than usual?

A yes

B no

and finally...

Please check that you have correctly marked the questionaire number (upper right hand corner) onto you answer card in the space where you usually write your student number, and that you have filled in the information on the back of the card.

YOU HAVE FINISHED THE QUESTIONNAIRE! I HOPE YOU FOUND IT INTERESTING, AND MAYBE EVEN LEARNED A LITTLE MORE ABOUT YOURSELF.

cont.

PLEASE SEAL THE QUESTIONNAIRE AND YOUR ANSWER CARD IN THE ENVELOPE PROVIDED AND RETURN IT TO YOUR TEACHER.

DO NOT WRITE YOUR NAME OR YOUR STUDENT NUMBER ON THE QUESTIONNAIRE...WE WANT TO PROTECT YOUR PRIVACY!

If you prefer to mail the questionnaire in, the address is:

Dr. J. Blake
Department of Obstetrics and Gynecology
McMaster University
1200 Main Street West
Hamilton, Ontario
L8N-3Z5

THANK YOU VERY MUCH!

McMASTER UNIVERSITY
1200 Main Street West
HAMILTON, ONTARIO, CANADA
L8N 3Z5
Department of Obstetrics and Gynecology

Dear Parent,

We are writing to inform you of a study in which your daughter will, if you agree, be invited to participate.

We are concerned that many of the patients who we see in infertility clinics have had menstrual irregularity since their teenage years. We need to know more about the cycle in healthy teenagers in order to be able to offer help to those in need before they develop medical complications. We hope to be able to diagnose menstrual health problems earlier, using information gained from studies such as this.

Girls who participate will be asked (1) to complete an anonymous questionnaire in which they will be asked about their menstrual cycle, and (2) to keep track of their cycle for six months following the questionnaire; this will also be anonymous. A package of stamped addressed envelopes containing calendar cards will be handed out to the girls keeping monthly records, so there should be little inconvenience. Participation is entirely voluntary.

The results will be kept strictly confidential. The questionnaire and calendar package will be handed out in either a Family Studies or a Health class. Your daughter will be free to bring it home for you to see, and may want to ask for help in remembering health information. Please feel free to help your daughter if she asks, but we would prefer that she complete the questionnaire on her own.

If you have any questions, there will be an information meeting:

_____

_____

or contact: Dr. J. Blake
Department of Obstetrics and Gynecology
McMaster University Medical Centre
525-9140 ext 2482

We believe that your daughter will benefit from participation in this study, as she may gain a greater understanding of her own cycle. We would like your permission to invite her to join in.

Please select one of the following, and return it with your daughter:

A. I understand the Menstrual Health Study as outlined above, and agree that my daughter may be asked to participate.

_____ (signature)

B. I do not agree to my daughter being invited to partipate in the Menstrual Health Study.

_____ (signature)

Comments? _____

_____

Thank you very much for your time.

Sincerely,

Jennifer M. Blake MD FRCS(C)
Department of Obstetrics and
Gynecology, McMaster University

McMASTER UNIVERSITY
1200 Main Street West
HAMILTON, ONTARIO, CANADA
L8N 3Z5
Department of Obstetrics and Gynecology

Dear Parent,

We are writing to inform you of a study in which your daughter will, if you agree, be invited to participate.

We are concerned that many of the patients who we see in infertility clinics have had menstrual irregularity since their teenage years. We need to know more about the cycle in healthy teenagers in order to be able to offer help to those in need before they develop medical complications. We hope to be able to diagnose menstrual health problems earlier, using information gained from studies such as this.

Girls who participate will be asked to complete an anonymous questionnaire, in which they will be asked about their menstrual cycle. Participation is entirely voluntary.

The results will be kept strictly confidential. The questionnaire will be handed out in either a Family Studies or a Health class. Your daughter will be free to bring it home for you to see, and may want to ask for help in remembering health information. Please feel free to help your daughter if she asks, but we would prefer that she complete the questionnaire on her own.

Your daughter's participation is very important to the success of the study whether she is having a regular cycle or not.

If you have any questions, there will be an information meeting:

_____

_____

or contact: Dr. J. Blake
Department of Obstetrics and Gynecology
McMaster University Medical Centre
525-9140 ext 2482

We believe that your daughter will benefit from participation in this study, as she may gain a greater understanding of her own cycle. We would like your permission to invite her to join in.

Please select one of the following, and return it with your daughter:

A. I understand the Menstrual Health Study as outlined above, and agree that my daughter may be asked to participate.

_____ (signature)

B. I do not agree to my daughter being invited to partipate in the Menstrual Health Study.

_____ (signature)

Comments? _____

_____

Thank you very much for your time.

Sincerely,

Jennifer M. Blake MD FRCS(C)
Department of Obstetrics and
Gynecology, McMaster University

Board of Education,
100 Main Street, West,
Hamilton, Ontario.
1985 02 28

Chairman and Members
Education Management Committee
Hamilton Board of Education

Ladies & Gentlemen:

RE: "The Artist-in-Residence Project"

Background Information:

The Artist-in-Residence project has proven to be most successful since its inception in the spring of 1981. Since then, the program has grown from one artist, Steven Arthurs, in an empty classroom at Hillpark, to artists in four secondary composite schools -- Sir Winston Churchill, Sir John A. MacDonald, Caledon and Westdale.

Several artists have participated for a period of time in this four year interval. Their work, for a minimum of hours comparable to three days weekly, has been to demonstrate techniques to students, to meet interested classes in feeder schools, and to assist students and teachers in their study in art, artistic expression, motivation and careers. Several have had continuing education classes of adults and they have assisted at a number of teachers' meetings.

The Board has received considerable distinction in the arts community in Hamilton and elsewhere by offering empty classrooms to artists. Certainly this assistance and the inherent responsibility on the part of the artist has improved both the quality and the quantity of their work. This program has served the Hamilton system well.

RECOMMENDATION:

That permission be given to the Visual Arts Supervisor to place an artist-in-residence in each secondary school, subject to available space and where the principal and staff are supportive.

Prepared by: J. L. Nugent, Supervisor Visual Art

Submitted by: C. G. McKague, Superintendent of Curriculum & Special Services

Approved by: A. J. Krever, Director of Education

REPORT OF THE

FRENCH LANGUAGE ADVISORY COMMITTEE

Present: Mr. H. Paquin (Chairman);
Trustees Varrasso, Vine and Mulholland; Mesdames Barker and Garon;
Miss Lapointe; Mr. Desmarais.

Also Present: Mr. R. Lavoie, Principal, G.P.Vanier Secondary School.
Mrs. Patricia Picknell, Chairmam, Halton Board French Language Advisory Committee.

Officials Present: Mr. A. J. Krever (Director of Education),
Mr. J. Penner (Deputy Business Administrator),
Mr. R. Kennedy (Area Superintendent),
Mr. A. J. Molineux (Assistant to the Business Administrator).

The Committee recommends:

PART I

(a) That the Chairman of the Hamilton Board of Education correspond with surrounding school boards to:

(a) determine their future directions related to secondary school French-as-first-language education, and

(b) ascertain whether these boards will commit themselves to buying francophone secondary educational programs from the Hamilton Board of Education for an extended period, (e.g. five years).

Respectfully submitted,

Mr. H. Paquin,
Chairman.

Committee Room,
1985 02 20.

MINUTES OF THE

FRENCH LANGUAGE ADVISORY COMMITTEE

Present: Mr. M. Fanuin (Chairman),
Trustees Vatrano, Vice and Mullaniff; Members Palmer and Sarsat
Also appointed Mr. Bonnaire.

Also
Present: Mr. A. Lavoie, Pedagogical Staff Valley Secondary School.
Mrs. Varatella Fisher, Chairman, Salem Board French Language Advisory Committee.

Officials
Present: Dr. A. J. Fraser (Director of Education).
Mr. J. Vanner (Deputy Business Administrator).
Mr. R. Kennedy (Area Superintendent).
Mr. A. J. Molinaro (Assistant to the Business Administrator).

The Committee recommends

PART I

(a) That the Chairman of the Education Board of Education corresponding with surrounding school boards to:

(i) determine their future directions related to secondary school French as-first-language education, and

(ii) ascertain whether these boards will commit themselves to buying Francophone secondary educational programs from the Education Board of Education for an extended period, (e.g. five years).

Respectfully submitted,

Mr. M. Fanuin,
Chairman.

Committee Room,
June 20.

REPORT OF THE

SPECIAL MEETING OF THE

FRENCH LANGUAGE ADVISORY COMMITTEE

Present: Mr. H. Paquin (Chairman);
Trustees Varrasso and Mulholland;
Mrs. Barker, Mrs. Garon, Miss Lapointe; Mr. Desmarais and Mr. Lord.

Also
Present: Trustees Van Horne and Kennedy.

Officials
Present : Mr. K. A. Rielly (Superintendent of Operations),
Mr. J. Penner (Deputy Business Administrator),
Mr. R. Kennedy (Area Superintendent).

The Committee recommends:

PART I

(a) That the Board, by reason of its failure to consult its French Language Advisory Committee on a matter affecting Ecole Secondaire Georges P. Vanier, suspend all plans, decisions and agreements regarding the sharing of facilities at Ecole Secondaire Georges P. Vanier until such time as the Committee has had the opportunity to consider, deliberate upon, and make recommendations to the Board in respect of the matter.

Respectfully submitted,

Mr. H. Paquin,
Chairman.

Committee Room,
1985 02 27.

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A G E N D A

EDUCATION MANAGEMENT COMMITTEE

1985 04 02

Confirmation of the minutes of the last regular and special meeting of 1985 03 21.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. A.L.S.B.O. Computer Based Learning Materials Project (tabled from March E.M.C. - 1984 03 05).

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. White Paper re: Corporal Punishment - requested by Trustee Deans.
3. Report of the Special Education Advisory Committee.

PART II

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Text Book List.
3. School Year Calendar - 1985-1986.
4. Letter from A.L.S.B.O. re: Contract with O.I.S.E. to study "Social Impacts of School Closings".
5. Report of the Trainable Retarded Children's Advisory Committee.
6. Report of the Special Education Advisory Committee.

PART I

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Text Book List.
3. School Year Calendar - 1985-1986.
4. Report of the special meeting of the French Language Advisory Committee.

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1985 04 02

To the Chairman and Members,
Education Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

(a) That the Superintendent of Curriculum and Special Services be permitted to attend the School Executive Conference in Tarpon Springs, Florida from Monday, 1985 04 29 to Wednesday, 1985 05 01, and that expenses be paid according to policy.

(b) That up to four Supervisory Officers be authorized to attend the Area 2 Spring Conference of the Ontario Association of Education Administrative Officials to be held at Niagara-on-the-Lake, Thursday, 1985 05 02 and Friday, 1985 05 03, and that expenses be paid according to policy.

(c) That up to five Supervisory Officers be authorized to attend the Annual Conference of the Association of Large School Boards in Ontario to be held at Hamilton, Thursday, 1985 05 23 and Friday, 1985 05 24, and that the registration fee of $150 each be paid.

(d) That the action of the Director in permitting the Superintendent of Curriculum and Special Services to attend the ALSBO Computer Based Learning Workshop held at Toronto, Thursday, 1985 03 28 and Friday, 1985 03 29 and that $50 be paid towards registration and expenses be approved.

(e) That Miss Gwen Mowbray, Supervisor of Curriculum and Instruction (English), be seconded to the Ministry of Education, effective 1985 06 to 1986 03 (total of 26 intermittent weeks), for the purpose of assisting in the renewal of the Intermediate/Senior English Guideline, be approved.

(f) That Mr. R. Binns, Supervisor of Curriculum and Instruction (Science), be seconded to the Ministry of Education for up to 15 days for the purpose of assisting in the renewal of the Intermediate/Senior Science Curriculum -- the project to be completed by 1985 06 30, be approved.

Superintendent of Curriculum and Special Services

(a) That the Supervisor of Technical Education attend the "Ontario Technical Directors' Association Spring Conference" to be held at Atherley, Thursday, 1985 05 23 to Saturday, 1985 05 25, and that $165 be paid towards registration and expenses.

(b) That the Supervisor of Family Studies attend the "Annual Ontario Family Life Education Association Conference" to be held at Windsor, Wednesday, 1985 05 01 to Friday, 1985 05 03, and that $250 be paid towards registration and expenses.

(c) That the Supervisor and one Consultant of English attend the "Niagara Region English Committee/Ontario Council of Teachers of English Conference" to be held at Niagara Falls, Ontario, Thursday evening, 1985 04 25 to Saturday, 1985 04 27, and that $135 each be paid towards registration and expenses.

(d) That one member of the Physical and Health Education Department attend the "Guelph Sexuality Conference" to be held at Guelph, Monday, 1985 06 17 to Wednesday, 1985 06 19, and that $180 be paid towards registration and expenses.

(e) That the Supervisor and two Consultants of Mathematics attend the "Ontario Association of Mathematics Educators" to be held at Sudbury, Thursday, 1985 05 09 to Saturday, 1985 05 11, and that $200 each be paid towards registration and expenses.

(f) That a grant application in the amount of $4,196 under the Student/ Employment Experience Development (S.E.E.D.) Project be approved for the purposes of assisting in checking, testing and setting up microcomputer labs and materials and writing technical help manuals during the summer of 1985 at a cost of $343.00 to the Board.

Associate Superintendent of Curriculum and Special Services

(a) That the Supervisor of Adjustment Services attend the Hamilton Community Corrections Committee Workshop to be held at Hamilton on Thursday, 1985 04 18, and that the registration fee of $12 be paid.

(b) That the Supervisor of Adjustment Services attend the Eighth Annual Moral/Values Education Conference to be held at Toronto on Thursday, 1985 05 02 and Friday, 1985 05 03, and that $145 be paid towards the cost of registration and expenses.

(c) That the Supervisor of Continuing Education attend the Continuing Education School Board Administrators' Conference to be held in Toronto from Wednesday, 1985 05 15 to Friday, 1985 05 17, and that $80 be paid towards the cost of registration and expenses.

(d) That the Special Education Consultant for the Gifted attend the International Conference on Gifted Students to be held at Toronto from Thursday, 1985 05 09 to Saturday, 1985 05 11, and that $175 be paid towards the cost of registration and expenses.

(e) That the Special Education Consultant (Learning Disabilities) attend the 8th Annual Conference of the Ontario Association for Children with Learning Disabilities to be held at Toronto, Thursday, 1985 04 25 and Friday, 1985 04 26 and that $160 be paid towards the cost of registration and expenses.

Respectfully submitted,

A. J. Krever,
Director of Education.

-as

REPORT OF THE

SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Mrs. M. Baskin (Chairman);
Trustee Mulholland; Mesdames Bishop, Christianson, Masters and Tilbury; Messrs. Byron and McHenry;
Drs. Brennan, Jacobs, Newberry and Rosenbaum.

Also Present: Trustee Clarke, Miss N. Stevens, Miss W. McLaren, Mr. J. Stewart, Mrs. L. Scott.

Officials Present: Mr. P. Beveridge (Associate Superintendent of Curriculum & Special Services),
Mr. A. J. Molineux (Assistant to the Business Administrator),
Mr. R. Adams (Supervisor - Special Education),
Mrs. E. Pease (Administrative Assistant to the Director).

GENERAL

(a) That copies of the Handbook for members of Special Education Advisory Committees prepared by the Provincial Parent Association Advisory Committee on Special Education Advisory Committees be made available to every member of the Special Education Advisory Committee of this Board.

Respectfully submitted,

Mrs. M. Baskin,

Chairman.

1985 03 27.

MINUTES OF THE

SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Mrs. M. Martin (Chairman).
Trustee Mulholland; Trustees Wishon, Christiansen, Matsuo and Tilbury; Messrs. Spoon and Gilmore.
Drs. Brunson, Lisota, Mashburn and Sonnenblick.

Also Present: Trustee Clarke, Miss R. Greene, Miss V. Nelson, Mr. J. Stewart, Mrs. L. Scott.

Officials Present: Mr. P. Abrahams (Associate Superintendent of Curriculum & Special Services),
Mr. A. J. Mathews (Assistant to the Business Administrator),
Mr. R. Adams (Supervisor - Special Education),
Mrs. E. Lazzo (Administrative Assistant to the Director).

MINUTES

(a) That copies of the Handbook for members of Special Education Advisory Committees prepared by the Provincial Parent Education Advisory Committee on Special Education Advisory Committees be made available to every member of the Special Education Advisory Committee of this Board.

Respectfully submitted,

Mrs. M. Martin,

Chairman.

1985 03 27.

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1985 03 28.

To The Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

PART II

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That Mrs. Carola Lane be appointed to the position of Acting Principal of an Elementary School, effective 1985 09 01, with salary according to schedule.

(b) That Mr. John Edward Ophoven be appointed to the position of Acting Vice-Principal of an Elementary School, effective 1985 09 01, with salary according to schedule.

(c) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Mrs. Helen Brown, 1985 03 18 to 1985 06 28

Mr. Cam Harrison, 1985 03 25 to 1985 04 30

Mr. Michael Helt, 1985 03 06 to 1985 06 28

Mr. Scott Hopkins, 1985 04 01 to 1985 06 28

Miss Carmel Murphy, 1985 05 06 to 1985 06 28

Miss Judith Watson, 1985 04 15 to 1985 05 31

Mrs. Sharon Watson, 1985 04 15 to 1985 06 28

(d) That the appointments of the following teachers to the Occasional Staff, approved at previous meetings, be changed to become effective as shown:

Miss E. Elizabeth Carey, 1985 01 14 to 1985 04 12

Mrs. Gladys V. Elian, 1984 11 05 to 1985 06 28

Mrs. Janette Heaven, 1985 01 14 to 1985 03 08

Mrs. Kathryn Jones, 1985 03 18 to 1985 06 28 (.5)

Mrs. Marjorie Nelson, 1985 01 07 to 1985 02 19

Mrs. Elaine Panting, 1984 11 05 to 1985 06 28

Mrs. Cynthia Raby, 1985 01 07 to 1985 03 08

Mrs. Noreen Sim, 1985 01 14 to 1985 03 08

Miss M. Linda Tryon, 1985 01 07 to 1985 06 28

Miss Patricia Vernon, 1985 03 18 to 1985 06 28

Miss Jennifer Wilson, 1984 09 24 to 1985 06 28

(e) That Mrs. Marie Lemieux-McCluskey be appointed to the Probationary Staff, effective 1985 09 01, with salary according to schedule.

(f) That the following teachers be returned from Leaves of Absence and assigned teaching duties, effective 1985 04 01:

Mrs. Ruth Pearson

Mrs. Brenda Stewart

(g) That the requests of the following teachers for extension of their Leave of Absence, effective as shown, be granted:

Mrs. Cheryl A. Banfield, 1985 09 01 to 1986 08 31

Mrs. Cathy Court, 1985 04 29 to 1985 06 30

Mrs. Dina Diadamo, 1985 09 01 to 1986 08 31

Mrs. Patricia Fretwell, 1985 09 01 to 1986 08 31

Mrs. Susan Gadsby-Prest, 1985 09 01 to 1986 08 31

Mrs. Patricia Jefkins-Smith, 1985 09 01 to 1986 08 31

Mrs. Dorothy L. Johnson, 1985 05 06 to 1985 06 30

Mrs. Jessie LaCombe, 1985 05 06 to 1986 08 31

Mrs. Ruth Pearson, 1985 03 27 to 1985 03 29

(h) That the request of Mrs. Geraldine Francis for an extension of her Disability Leave through the 1985-1986 school year be granted.

(i) That the requests of the following teachers for Maternal Leaves of Absence, effective as shown, be granted in accordance with conditions governing Maternal Leaves:

Mrs. Andrea Kamermans, 1985 06 03 to 1985 08 31

Mrs. Sharon Oulahen, 1985 05 01 to 1985 08 28

Mrs. Kathy Raos, 1985 04 29 to 1985 08 23

Mrs. Elaine Fanning, 8/ne 11 05 to 1985 06 26

Mrs. Cynthia Ashby, 1985 06 07 to 1985 07 08

Mrs. Doreen Gray, 1985 01 14 to 1985 03 28

Miss M. Lynn Tyson, 1985 03 07 to 1985 06 28

Miss Patricia Arnold, 1985 03 18 to 1985 06 28

Miss Jennifer Wilson, 1985 05 28 to 1985 06 28

(e) That Mrs. Marie Demuro-Pellegrino be appointed to the Probationary Staff, effective 1985 03 01, with salary according to schedule.

(f) That the following teachers be granted Leave of Absence and assigned teaching duties, effective 1985 04 01.

Mrs. Gail Simpson

Mrs. Brenda Stewart

(g) That the requests of the following teachers for extension of Leave of Absence, effective as shown, be granted:

Mrs. Carolyn A. Bartlett, 1985 03 01 to 1986 06 31

Mrs. Claire Lemon, 1985 04 23 to 1985 06 30

Mrs. Anne Dinhood, 1985 09 01 to 1986 06 31

Mrs. Patricia Fairweather, 1985 09 01 to 1986 06 31

Mrs. Susan Dempsey-Neal, 1985 09 01 to 1986 06 31

Mrs. Patricia Watling-Smith, 1985 09 01 to 1986 06 31

Mrs. Dorothy G. Jenkins, 1985 03 18 to 1985 06 30

Mrs. Jessie Lochrie, 1985 05 06 to 1986 06 31

Mrs. Jane Pearson, 1985 09 09 to 1986 09 23

(h) That the request of Mrs. Ca-Anne Tsamis for an extension of her Maternity Leave through the 1985-1986 school year be granted.

(i) That the requests of the following teachers for Maternity Leaves of Absence, effective as shown, be granted in accordance with conditions governing Maternity Leaves:

Mrs. Andrea Lamontagne, 1985 06 05 to 1985 06 11

Mrs. Sharon Dutkewn, 1985 05 01 to 1985 06 28

Mrs. Karen Ross, 1985 04 29 to 1985 06 23

(j) That the requests of the following teachers for Personal Leaves of Absence, effective as shown, be granted:

Mr. Tracey Mollon, 1985 09 01 to 1986 08 31

Mrs. Georgina Pain, 1985 09 01 to 1986 08 31

(k) That the resignation of Mrs. Mary Jane Schenkel, effective 1985 08 31, be accepted with regret.

(l) That the resignation of Mr. Lavern Frosch, Principal, who is retiring on superannuation, effective 1985 08 31, be accepted with regret and that he be considered for gratuity according to the Board's plan.

(m) That the resignation of Mrs. Mary Elizabeth Capper, who is retiring on superannuation, effective 1985 08 31, be accepted with regret, and that she be considered for gratuity in accordance with the Board's plan.

(n) We regret to announce the death of Mr. Liam O'Hare, a teacher at Memorial School, on 1985 03 05.

(o) That the following trips be approved:

(i) Elizabeth Bagshaw, Grade 8, Outdoor Education, Camp Wanakita, Haliburton, Ontario, 1985 06 12-15 (Wednesday to Saturday)

(ii) George L. Armstrong, Grade 7, History, Midland, Ontario, 1985 05 23-24 (Thursday and Friday)

(iii) Viscount Montgomery, Grade 8, Outdoor Education, Camp Kilcoo, Minden, Ontario, 1985 06 12-15 (Wednesday to Saturday)

Superintendent of Curriculum and Special Services:

(a) That two teachers attend the "Niagara Region English Committee/Ontario Council of Teachers' of English Conference" to be held at Niagara Falls, Ontario, Thursday evening, 1985 04 25 to Saturday, 1985 04 27 and that $135.00 each be paid towards registration and expenses.

(b) That one teacher attend the "Guelph Sexuality Conference" to be held at Guelph, Tuesday, 1985 06 18 and Wednesday, 1985 06 19, and that $160.00 be paid towards registration and expenses.

(c) That two teachers of Family Studies attend the "13th York University Conference on the Family" to be held at Toronto, Thursday, 1985 04 18 and Friday, 1985 04 19, and that $120.00 each be paid towards registration and expenses.

(d) That one Primary Consultant, two Primary teachers, four Mathematics teachers (two are speakers), attend the "Ontario Association of Mathematics Educators' Conference" to be held at Sudbury, Thursday, 1985 05 09 to Saturday, 1985 05 11, and that $200.00 each be paid towards registration and expenses.

(e) That one teacher, President of the O.I.A.T.A., attend the "Ontario Industrial Arts Teachers' Association Conference" to be held at Windsor, Thursday, 1985 05 09 to Saturday, 1985 05 11 and that $145.00 be paid towards registration and expenses.

(i) That the requests of the following teachers for Personal Leaves of Absence, effective as shown, be granted:

Mr. Tracy Mellon, 1985 09 01 to 1986 06 31

Mrs. Georgina Fain, 1985 09 01 to 1986 06 31

(j) That the resignation of Mrs. Mary Ann Schwabe, effective 1985 08 31, be accepted with regret.

(k) That the resignation of Mr. Lawrence Kreach, Principal, who is retiring on superannuation, effective 1985 06 31, be accepted with regret, and that he be commended for stability according to the Board's plan.

(m) That the resignation of Mrs. Mary Elizabeth Cooper, who is retiring on superannuation, effective 1985 08 31, be accepted with regret, and that she be considered for stability in accordance with the Board's plan.

(p) We regret to announce the death of Mr. John O'Hare, a teacher at Ancaster School, on 1985 02 03.

(o) That the following trips be approved:

(i) Elizabeth Bagshaw, Grade 8, Guidance Education, Camp Wenakita, Huntsville, Ontario, 1985 06 14-15 (Wednesday to Saturday)

(ii) Douglas L. Armstrong, Grade 7, Hiawatha, Milford, Ontario, 1985 05 23-24 (Thursday and Friday)

(iii) Vincent Montgomery, Grade 8, Outdoor Education, Camp Kilcon, Minden, Ontario, 1985 06 12-13 (Wednesday to Thursday)

Superintendent of Curriculum and Special Services:

(a) That two teachers attend the Niagara Region Parish Counselors/Ontario Council of Teachers' of Religion Conference to be held at Niagara Falls, Ontario, Thursday evening, 1985 06 27 to Saturday, 1985 06 29 and that $133.00 each be paid towards registration and expenses.

(b) That one teacher attend the Ontario Reading Association Conference to be held at Quelph, Tuesday, 1985 06 18 and Wednesday, 1985 06 19, and that $100.00 be paid towards registration and expenses.

(c) That two teachers of Family Studies attend the North York University Conference on the Family to be held at Toronto, Thursday, 1985 06 13 and Friday, 1985 06 14, and that $130.00 each be paid towards registration and expenses.

(d) That one Primary Consultant, two Primary teachers, four Mathematics teachers (two are separately attend the Ontario Association of Mathematics Educators Conference to be held at Sudbury, Thursday, 1985 05 09 to Saturday, 1985 05 11, and that $200.00 each be paid towards registration and expenses.

(e) That one teacher, President of the O.T.E.A.A., attend the Ontario Industrial Arts Teachers' Association Conference to be held at Windsor, Thursday, 1985 06 20 to Saturday, 1985 06 22 and that $145.00 be paid towards registration and expenses.

(f) That up to four teachers of Industrial Arts attend the "Ontario Industrial Arts Teachers' Association Conference" to be held at Windsor, Thursday, 1985 05 09 to Saturday, 1985 05 11, and that $170.00 each be paid towards registration and expenses.

(g) That clause (b) of the 1985 03 05 Education Management minutes be changed to read, "That one Primary Consultant and five teachers attend the "Canadian Association for Young Children Conference" to be held at Toronto, Friday, 1985 04 12 and that $75.00 each be paid towards registration and expenses.

(h) That one teacher and one principal attend the "Curriculum '85 Conference" to be held at Collingwood, Thursday evening, 1985 05 09 to Saturday, 1985 05 11, and that $200.00 each be paid towards registration and expenses.

(i) That two teachers of History attend the "Acting It Out Conference" to be held at Toronto, Saturday, 1985 04 20, and that $60.00 each be paid towards registration and expenses.

(j) That the names of those texts listed on the accompanying sheets be approved for use in the schools and be added to the lists of texts previously approved by the Board of Education for the City of Hamilton.

(k) That a grant application in the amount of $5,580 under the Student Employment/Experience Development (S.E.E.D.) project be approved for the purposes of assembling science kits to be distributed to the various schools in support of program at no cost to the Board.

Associate Superintendent of Curriculum and Special Services

(a) That three teachers attend the Special Education '85 Conference to be held at York University on Thursday, 1985 05 09 and Friday, 1985 05 10, and that $140 be paid towards the cost of registration and expenses.

Respectfully submitted,

A. J. Krever,
Director of Education

/sb

The Board of Education for the City of Hamilton

Curriculum and Special Services

Textbooks

Subject to Board Ratification

Elementary Schools

Prepared by:	Submitted by:	Approved by:
William Oja Textbook Department	C. G. W. McKague Superintendent of Curriculum and Special Services	A. J. Krever Director of Education

WO 3/85

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

- CURRICULUM AND SPECIAL SERVICES PANEL -

LEGEND OF CODES USED THROUGHOUT THIS REPORT

BASIS OF APPROVAL (APPROVAL CODES)

1 - MINISTRY'S CIRCULAR 14 APPROVAL OR MINISTERIAL "LETTER OF APPROVAL".

2 - PROVISION "2C" OF THE REGULATIONS

E.G.: ENGLISH LITERATURE/THEATRE ARTS
LITTÉRATURE FRANÇAISE
AUTHOR IN MODERN LANGUAGES
THE CLASSICS - LATIN, GREEK
CURRICULUM SUPPORT MATERIALS

3 - SUPPLEMENTARY MATERIALS

DRILL BOOKS, LAB-MANUALS, KITS, READERS, WORKBOOKS, AND OTHER TEXT-RELATED BOOKS/ MATERIALS

5 - NO TEXT IS CURRENTLY BEING LISTED IN CIRCULAR 14 OR THE ONES LISTED ARE NOT SUITABLE TO THE OBJECTIVES OF THE COURSE/ PROGRAM.

6 - TEXT/BOOK HAS BEEN APPROVED FOR SALE BY THE BOOKSTORE OF ONE OF OUR COMPOSITE SECONDARY SCHOOLS

8 - CLASS-SET (NODRIC) APPROVAL ONLY

9 - REFERENCE-BOOK APPROVAL ONLY

T - TEACHER'S EDITIONS, GUIDES, NOTES, RESOURCE BOOKS, INCLUDING TESTPAPERS, ETC.

RESTRICTION/INFORMATION CODES

BS	BOOKSTORE	BOOKS WILL BE SOLD BY OUR COMPOSITE SECONDARY SCHOOLS. E.G.: AUTHORIZED WORKBOOKS, GRADE XIII TEXTS, ETC.
IA	INTERIM APPROVAL	INTERIM APPROVAL BY THE MINISTRY OF EDUCATION ONLY
LQ	LIMITED QUANTITY	APPROVAL FOR THE PURCHASE OF A LIMITED QUANTITY ONLY
LT	LIMITED TIME	LIMITED TIME APPROVAL BY THE MINISTRY OF EDUCATION
MD	MODULE PROGRAM	APPROVED FOR A COMPOSITE SECONDARY SCHOOL'S MODULE PROGRAM
NT	NODRIC TEXTS	APPROVAL WAS GIVEN FOR CLASS-SET(S) ONLY
RE	REFERENCE BOOKS	APPROVAL WAS GIVEN FOR REFERENCE COPIES ONLY
SP	SPECIAL PROGRAM	TO BE USED ONLY WITHIN A SPECIAL PROGRAM OR APPLICATION

KT - KIT
PK - PACKAGE
ST - SET

BOARD RATIFICATION LIST

TEXT TITLE		PUBLISHER	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
		001 VISUAL ARTS				
CAREERS IN ART: AN ILLUSTRATED GUIDE	-F/W- 1984-	FITZHENRY/WHITESIDE	20.00	1	IA	06254
DISCOVERING CNDN ART: LEARNING THE LANGUAGE	-PR-H-1984-	PRENTICE-HALL	14.50	1		06114
FLY AWAY HOME -READER-	-HRW- 1983-	HOLT, RINEHART -10-	5.00	1		01651
TIDDALIK -STORY BOX 2-7-	-GINN-1983-	GINN -10-	5.00	3		08730
		005 PRIMARY EDUCATION				
ALPHABET PUPPETS -2ND EDITION-	-CCP- 1983-	COPP CLARK PITMAN	9.00	3		06924
ALPHABET STORIES	-CCP- 1983-	COPP CLARK PITMAN	11.50	3		05900
BIG BOOK UNIT-LEVEL -1- NEAT AND SCRUFFY	-00724-0002	SCHOLASTIC -BIG/SM BKS	75.00 KT	3		04101
CATCH A RAINBOW -READER-	-HRW- 1983-	HOLT, RINEHART -10-	3.50	1		01412
CATCH A RAINBOW -STUDENT BOOK-	-HRW- 1983-	HOLT, RINEHART -10-	2.00	3		01511
CITY KIDS -SET 1- TEXT EDITIONS -6 TITLES	-RES/CTR-	RESOURCE CENTRE	16.00 ST	3		06320
CITY KIDS -SET 2- TEXT EDITIONS -6 TITLES	-RES/CTR-	RESOURCE CENTRE	16.00 ST	3		06338
EARLY NATURE PICTURE BOOKS: LEAF BOOK	-LERNER-	GROLIER/WATTS	7.00	3		01321
EARLY NATURE PICTURE BOOKS: VEGETABLE BOOK	LERNER-	GROLIER/WATTS	7.00	3		01313
EARLY NATURE PICTURES BOOK: FLOWER BOOK	LERNER-	GROLIER/WATTS	7.00	3		01339
EARLY NATURE PICTURES BOOKS: BIRD BOOK	LERNER	GROLIER/WATTS	7.00	3		01347
EAST OF THE SUN -READER-	-HRW- 1983-	HOLT, RINEHART -10-	11.00	3		01693
EAST OF THE SUN -STUDENT BOOK-	-HRW- 1983-	HOLT, RINEHART -10-	4.00	3		01735
FIRST INTEREST BOOKS -ON THE FARM-(WORKBOOK)	-GINN-	GINN -10-	2.00	3		02766
FLY AWAY HOME -READER-	-HRW- 1983-	HOLT, RINEHART -10-	5.00	1		01651
FLY AWAY HOME -STUDENT BOOK-	-HRW- 1983-	HOLT, RINEHART -10-	3.50	3		01669
GOOD MORNING SUNSHINE -READER-	-HRW- 1983-	HOLT, RINEHART -10-	5.00	1		01560
GOOD MORNING SUNSHINE -STUDENT BOOK-	-HRW- 1983-	HOLT, RINEHART -10-	3.50	3		01578
HAIRY BEAR -BIG BOOKS-	-GINN-1983-	GINN -10-	18.00	3		06627
HOW I WONDER -READER-	-HRW- 1983-	HOLT, RINEHART -10-	3.50	1		01370
HOW I WONDER -STUDENT BOOK-	-HRW- 1983-	HOLT, RINEHART -10-	2.00	3		01396

TEXT TITLE	PUBLISHER	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
005 PRIMARY EDUCATION					
HUNGRY GIANT, THE -BIG BOOKS- -GINN-1983-	GINN -10-	18.00	3		11635
INSTANT READERS -LEVEL 1- -SET OF 10 BKS--HRW- 1970-	HOLT, RINEHART -10-	105.00 ST	3		01263
IT'S MATHEMATICS -LEVEL 1- -BLACK-LINE MASTERS-GAGE-	GAGE -60-	27.50	3		00745
J'APPRENDS AVEC LUC ET MARTINE -CAHIER 2- -CHAMPLAIN-	1- CHAMPLAIN	31.00 ST	3		00950
JOURNEYS -1- (A) I LIKE THIS BOOK (BIG BOOK)-GINN-1983-	GINN -10-	59.00	9	RE	02048
JOURNEYS -1- (A) READ WITH ME BOOKS(1 COPY OF 8 TITLES)	GINN -10-	11.00 ST	3		02089
JOURNEYS -1- (A) READ WITH ME BOOKS(3 COPIES/8 TITLES)	GINN -10-	30.00 ST	3		02071
JOURNEYS -2- (A) COME ON -GINN-1983-	GINN -10-	2.50	1		02097
JOURNEYS -2- (A) FIND A PET -GINN-1983-	GINN -10-	2.50	1		02162
JOURNEYS -2- (A) HERE COME A PIG, A FROG & A MOLE -GINN	GINN -10-	2.00	1		02295
JOURNEYS -2- (C) SKILL PRACTICE BOOK -GINN-1983-	GINN -10-	3.00	3		02170
JOURNEYS -3- (A) PICK A HOUSE -GINN-1983-	GINN -10-	2.50	1		02386
JOURNEYS -3- (A) SEE A SHOW -GINN-1983-	GINN -10-	2.50	1		02337
JOURNEYS -3- (A) WATCH OUT FREDDY MUFFLES & PERCY -GINN	GINN -10-	2.00	1		02402
JOURNEYS -3- (C) SKILL PRACTICE BOOK -GINN-1983-	GINN -10-	3.50	3		02360
JOURNEYS -4- (A) FROGS CAN'T FLY -GINN-1983-	GINN -10-	2.00	1		02600
JOURNEYS -4- (A) HEAD IN, HEAD OUT -GINN-1983-	GINN -10-	4.00	1		02410
JOURNEYS -4- (A) JOEY AND THE DETECTIVES -GINN-1983-	GINN -10	2.00	1		02618
JOURNEYS -4- (A) THAT'S GOOD, THAT'S BAD -GINN-1983-	GINN -10-	3.50	1		02592
JOURNEYS -4- (C) SKILL PRACTICE BOOK -GINN-1983-	GINN -10-	3.50	3		02501
JOURNEYS -5- (A) FAR AWAY AND LONG AGO -GINN-1983-	GINN -10-	4.00	1		02758
JOURNEYS -5- (A) SEE YOU LATER ALLIGATOR -GINN-1983-	GINN -10-	4.00	1		02634
JOURNEYS -5- (A) THE GREEN STREET THREE -GINN-1983-	GINN -10-	3.00	1		02774
JOURNEYS -5- (A) THE WHITE MOOSE -GINN-1983-	GINN -10-	3.00	1		02808
JOURNEYS -5- (C) SKILL PRACTICE BOOK -GINN-1983-	GINN -10-	4.00	3		02717
JOURNEYS -6- (A) KNOCK AT MY DOOR -GINN-1983-	GINN -10-	4.00	1		02816

TEXT TITLE	PUBLISHER	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
005 PRIMARY EDUCATION					
JOURNEYS -6- (A) SEE FOR MYSELF -GINN-1983-	GINN -10-	4.00	1		03087
JOURNEYS -6- (A) SIMON AND HIS KNOCK-OUT YAWNS -GINN	GINN -10-	3.50	1		03103
JOURNEYS -6- (A) THE GREEN STREET THREE ARE BACK -GINN	GINN -10-	3.50	1		03095
JOURNEYS -6- (B) SKILL PRACTICE BOOK -GINN-1983-	GINN -10-	4.00	3		03061
JOURNEYS -7- (A) LISTEN TO THE SILENCE -GINN-1983-	GINN -10-	3.50	1		03301
JOURNEYS -7- (A) SERENDIPITY -GINN-1983-	GINN -10-	4.00	1		03129
JOURNEYS -7- (A) THE SOMETHING IN THURLO DARBY'S HOUSE	GINN -10-	3.50	1		03319
JOURNEYS -7- (A) THE VERY LAST FIRST -GINN-1983-	GINN -10-	4.50	1		03285
JOURNEYS -7- (C) SKILL PRACTICE BOOK -GINN-1983-	GINN -10-	4.00	3		03152
JOURNEYS -8- (A) BOKELIA -GINN-1983-	GINN -10-	3.50	1		03384
JOURNEYS -8- (A) EARLY MORNING WATER -GINN-1983-	GINN -10-	3.50	1		03376
JOURNEYS -8- (A) JOURNEYS FAR AND NEAR -GINN-1983-	GINN -10-	4.50	1		03368
JOURNEYS -8- (A) TOUCH THE SKY -GINN-1983-	GINN -10-	4.50	1		03327
JOURNEYS -8- (C) SKILL PRACTICE BOOK -GINN-1983-	GINN -10-	4.00	3		03343
LAZY MARY -BIG BOOKS- -GINN-1983-	GINN -10-	20.00	3		09092
LISTENING TAPES -1- -IMPRESSIONS- -HRW- 1984-	HOLT, RINEHART -10-	69.00 KT	3		03988
MORE WE GET TOGETHER: SHARED READING, THE -HRW- 1984-	1- CHAMPLAIN	59.00 ST	3		03962
MUSICANADA -2- (A) TEXT -HRW--1982-	HOLT, RINEHART	11.00	9	RE	20057
PHONIC BLENDS -SET A- -18 BOOKS- -METHUEN-	METHUEN	18.00 ST	3		00968
PHONIC BLENDS -SET B- -12 BOOKS- -METHUEN-	METHUEN	12.00 ST	3		01081
PHONICS PLUS -LEVEL -B- READER/WORKBK -CCP-	COPP CLARK PITMAN	6.00	3		91835
PLEASE READ TO ME SERIES -SET OF 24 BOOKS- -RANDOM-	RANDOM HOUSE	47.00 ST	3		07211
READ-TOGETHER BOOKS -SET 1- (8 TITLES) -GINN-	GINN -10-	24.50 ST	3		08771
READ-TOGETHER BOOKS -SET 2- (8 TITLES) -GINN-	GINN -10-	18.50 ST	3		06213
RIDDLE, RIDDLE, RHYME TIME -A- -LEVEL 1- -BARNELL-	BARNELL LOFT	8.50	3		06858
RIDDLE, RIDDLE, RHYME TIME -B- -LEVEL 2- -BARNELL-	BARNELL LOFT	8.50	3		06841

TEXT TITLE	PUBLISHER	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
005 PRIMARY EDUCATION					
SAMUEL DE CHAMPLAIN -CANADIANS- -F/W- 1981-	FITZHENRY/WSD -CANADIANS-	7.00	3		04614
SING A SONG -BIG BOOKS- -GINN-1983-	GINN -10-	20.00	3		09100
SING A SONG OF PEOPLE -BOWMAR-	RESOURCE CENTRE	18.00	9	RE	22061
SRA-READING LAB -1C-MY OWN BK FOR LISTENING & RDG @ 10	SCIENCE RESEARCH	30.00 ST	3		08177
THREE I'S PROGRAM, THE -GRADE 2 UNIT -SCHOLASTIC	SCHOLASTIC	225.00 KT	3		04481
THREE LITTLE DUCKS -BIG BOOKS- -GINN-1983-	GINN -10-	20.00	3		06221
THUNDER THE DINOSAUR -SET OF 10 BKS- -RES/CENTRE	RESOURCE CENTRE	29.50 ST	3		05645
TWO OWL BOOKS: 1, 2, BUCKLE MY SHOE -HRW-	HOLT, RINEHART -10-	15.00	3		07526
UNICORN -1- (A) GINGERSNAPS -MHR- 1983-	MCGRAW-HILL RYERSON -10-	5.00	1		01883
UNICORN -1- (A) LONG, LONG AGO -MHR- 1983-	MCGRAW-HILL RYERSON -10-	5.00	1		01891
UNICORN -1- (A) ONE BY ONE -MHR- 1983-	MCGRAW-HILL RYERSON -10-	5.00	1		01842
UNICORN -1- (A) SING A RAINBOW -MHR- 1983-	MCGRAW-HILL RYERSON -10-	5.00	1		01867
UNICORN -1- (A) STAR LIGHT, STAR BRIGHT -MHR- 1983-	MCGRAW-HILL RYERSON -10-	5.00	1		01909
UNICORN -1- (B) ACTIVITY WORKBOOK -A- -MHR- 1983-	MCGRAW-HILL RYERSON -10-	3.50	3		01859
UNICORN -1- (C) ACTIVITY WORKBOOK -B- -MHR- 1983-	MCGRAW-HILL RYERSON -10-	3.50	3		01875
UNICORN -2- (A) MY FAVOURITE THINGS -MHR- 1983-	MCGRAW-HILL RYERSON -10-	7.00	1		01966
UNICORN -2- (A) OUT AND ABOUT -MHR- 1983-	MCGRAW-HILL RYERSON -10-	7.00	1		01925
UNICORN -2- (A) UP, UP AND AWAY -MHR- 1983-	MCGRAW-HILL RYERSON -10-	7.00	1		01941
UNICORN -2- (B) ACTIVITY WORKBOOK -A- -MHR- 1983-	MCGRAW-HILL RYERSON -10-	3.50	3		01933
UNICORN -2- (C) ACTIVITY WORKBOOK -B- -MHR- 1983-	MCGRAW-HILL RYERSON -10-	3.50	3		01958
UNICORN -3- (A) AWAKENINGS -MHR- 1983-	MCGRAW-HILL RYERSON -10-	7.00	1		02006
UNICORN -3- (A) BIRCH BARK -MHR- 1983-	MCGRAW-HILL RYERSON -10-	7.00	1		01982
UNICORN -3- (A) TALL TALES -MHR- 1983-	MCGRAW-HILL RYERSON -10-	7.00	1		02022
UNICORN -3- (B) ACTIVITY WORKBOOK -A- -MHR- 1983-	MCGRAW-HILL RYERSON -10-	3.50	3		01990
UNICORN -3- (C) ACTIVITY WORKBOOK -B- -MHR- 1983-	MCGRAW-HILL RYERSON -10-	3.50	3		02014
WE READ SENTENCES - A - ONE LEVEL 1 -BARNELL-	BARNELL LOFT	8.50	3		09605

BOARD RATIFICATION LIST

TEXT TITLE	PUBLISHER	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
005 PRIMARY EDUCATION					
WEST OF THE MOON -READER- -HRW- 1983-	HOLT, RINEHART -10-	11.00	3		01818
WEST OF THE MOON -STUDENT BOOK- -HRW- 1983-	HOLT, RINEHART -10-	4.00	3		01826
WHEN THE WIND BLOWS -READER- -HRW- 1983-	HOLT, RINEHART -10-	5.00	1		01537
WHEN THE WIND BLOWS -STUDENT BOOK- -HRW- 1983-	HOLT, RINEHART -10-	3.50	3		01545
WORDS ALIVE -COMPLETE SET OF 36 TITLES- -GAGE-	GAGE -10-	30.00 ST	3		06833
WRITING RESOURCE CENTRE -1- -IMPRESSIONS- -HRW- 1984-	HOLT, RINEHART -10-	52.00 KT	3		08789
017 ENGLISH RDG ASSISTANTS					
DAN, THE FLYING MAN -STORY BOX SERIES- -GINN-@ 5	GINN -10-	14.00 ST	3		02329
FARM CONCERT, THE -STORY BOX SERIES- -GINN-@ 5	GINN -10-	14.00 ST	3		02105
JIGAREE, THE -STORY BOX SERIES- -GINN-@ 5	GINN -10-	14.00 ST	3		02311
MEANIES -STORY BOX SERIES- -GINN-@ 5	GINN -10-	16.00 ST	3		02121
MONSTER'S PARTY, THE -STORY BOX SERIES- -GINN-@ 5	GINN -10-	16.00 ST	3		02113
ONCE UPON A TIME SERIES -4 BOOKS- -GINN-	GINN -10-	12.00 ST	3		03806
READ-TOGETHER BOOKS -SET 1- (8 TITLES) -GINN-	GINN -10-	24.50 ST	3		08771
READ-TOGETHER BOOKS -SET 2- (8 TITLES) -GINN-	GINN -10-	18.50 ST	3		06213
READING REINFORCEMENT SKILLTEXT -SURPRISES--MERRILL-	MERRILL	3.00	3		02857
READING REINFORCEMENT SKILLTEXT -WHEELS- -MERRILL-	MERRILL	3.50	3		01586
READING SKILLTEXT: GOING PLACES IN THE SUN -MERRILL-	MERRILL	3.50	3		07302
RED ROSE, THE -STORY BOX SERIES- -GINN-	GINN -10-	3.00	3		02147
REINFORCEMENT MATERIAL (DUPLICATING) LEVEL A -MERRILL-	MERRILL	35.00	3		03707
REINFORCEMENT MATERIAL (DUPLICATING) LEVEL B -MERRILL-	MERRILL	41.00	3		06783
REINFORCEMENT MATERIAL (DUPLICATING) LEVEL C -MERRILL-	MERRILL	47.00	3		07369
SPECIFIC SKILL SERIES: SPIRIT MASTERS COMPLETE SET	BARNELL LOFT	10.50	3		02709
SPECIFIC SKILLS SERIES: PRIMARY SET/COMPLETE -BA/LO	BARNELL LOFT	128.50 ST	3		74807
TO TOWN -STORY BOX SERIES- -GINN-	GINN -10-	3.00	3		02303
WILL YOU BE MY MOTHER? -STORY BOX SERIES- -GINN-	GINN -10-	3.00	3		02139

TEXT TITLE	PUBLISHER	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
018 ENGLISH STUDIES					
ADVENTURE IN CANADA (5 TITLES, 25 BOOKS) -LORIMER-	LORIMER	100.00 ST	3		06130
CITY KIDS -SET 1- TEXT EDITIONS -6 TITLES-RES/CTR-	RESOURCE CENTRE	16.00 ST	3		06320
CITY KIDS -SET 2- TEXT EDITIONS -6 TITLES-RES/CTR-	RESOURCE CENTRE	16.00 ST	3		06338
COMMUNICATING SKILLS -LEVEL -4- -STUDENT WORKBK -HEATH	HEATH	4.00	3		04184
CONTEXTS -1- -REPRODUCIBLE ACTIVITIES -NELSON-	NELSON -10-	21.50	3		04630
CONTEXTS -2- -REPRODUCIBLE ACTIVITIES- -NELSON-	NELSON -10-	21.50	3		04663
EXPRESSWAYS: LEVEL 10 & 11 -TESTS- -GAGE-1983-	GAGE -EXPRESSWAYS-	25.00	3		07195
EXPRESSWAYS: LEVEL 8 &9 -TESTS- -GAGE-1983-	GAGE -EXPRESSWAYS-	22.00	3		06155
FLY AWAY HOME -STUDENT BOOK- -HRW- 1983-	HOLT, RINEHART -10-	3.50	3		01669
GAGE CANADIAN DICTIONARY -GAGE-1982-	GAGE -10-	19.00	9	RE	01131
GOOD MORNING SUNSHINE -READER- -HRW- 1983-	HOLT, RINEHART -10-	5.00	1		01560
GRAMMAR IS IMPORTANT WORKSHOP -B/S-	IRWIN PUBLISHING	4.25	3		03442
JOURNEYS -3- (A) WATCH OUT FREDDY MUFFLES & PERCY -GINN	GINN -10-	2.00	1		02402
JOURNEYS -5- (A) FAR AWAY AND LONG AGO -GINN-1983-	GINN -10-	4.00	1		02758
JOURNEYS -5- (A) SEE YOU LATER ALLIGATOR -GINN-1983-	GINN -10-	4.00	1		02634
JOURNEYS -5- (A) THE GREEN STREET THREE -GINN-1983-	GINN -10-	3.00	1		02774
JOURNEYS -5- (A) THE WHITE MOOSE -GINN-1983-	GINN -10-	3.00	1		02808
JOURNEYS -6- (A) KNOCK AT MY DOOR -GINN-1983-	GINN -10-	4.00	1		02816
JOURNEYS -6- (A) SEE FOR MYSELF -GINN-1983-	GINN -10-	4.00	1		03087
JOURNEYS -6- (A) SIMON AND HIS KNOCK-OUT YAWNS -GINN	GINN -10-	3.50	1		03103
JOURNEYS -6- (A) THE GREEN STREET THREE ARE BACK -GINN	GINN -10-	3.50	1		03095
JOURNEYS -7- (A) LISTEN TO THE SILENCE -GINN-1983-	GINN -10-	3.50	1		03301
JOURNEYS -7- (A) SERENDIPITY -GINN-1983-	GINN -10-	4.00	1		03129
JOURNEYS -7- (A) THE VERY LAST FIRST -GINN-1983-	GINN -10-	4.50	1		03285
JOURNEYS -8- (A) EARLY MORNING WATER -GINN-1983-	GINN -10-	3.50	1		03376
JOURNEYS -9- (A) JOURNEYS FAR AND NEAR -GINN-1983-	GINN -10-	4.50	1		03368

TEXT TITLE	PUBLISHER	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
018 ENGLISH STUDIES					
JOURNEYS -8- (A) TOUCH THE SKY -GINN-1983-	GINN -10-	4.50	1		03327
NETWORKS -4- ALISON'S GHOST -NOVELS- -NELSON-	NELSON -10-	3.50	3		05223
NETWORKS -4- EVALUATION RESOURCE BOOK -NELSON-	NELSON -10-	25.00	3		01198
NETWORKS -4- FLIP FLOPS -SKILLBOOKS- -NELSON-	NELSON -10-	3.00	3		04598
NETWORKS -4- LISTENING AND HOW TEXT -NELSON-	NELSON -10-	30.00	3		00349
NETWORKS -4- MICE AT CENTRE ICE -NOVELS- -NELSON-	NELSON -10-	3.50	3		05215
NETWORKS -4- READING AND HOW TEXT -NELSON-	NELSON -10-	7.50	3		00869
NETWORKS -4- WRITING AND HOW TEXT -NELSON-	NELSON -10-	7.00	3		01248
NETWORKS -4- ZOOM SHOTS -SKILLBOOKS- -NELSON-	NELSON -10-	3.00	3		09373
NETWORKS -4- FLIP FLOPS -READER--NELSON-	NELSON -10-	10.00	3		01305
NETWORKS -4- ZOOM SHOTS -READER--NELSON-	NELSON -10-	10.00	3		01230
NETWORKS -5- ALWAYS ASK FOR A TRANSFER -NELSON-	NELSON -10-	3.50	3		07062
NETWORKS -5- ONE JOHN A. TOO MANY -NOVELS- -NELSON-	NELSON -10-	3.50	3		05231
NETWORKS -5- RIPPLE EFFECTS -NELSON-	NELSON -10-	10.00	3		00331
NETWORKS -5- RIPPLE EFFECTS -READER--NELSON-	NELSON -10-	10.00	3		01362
NETWORKS -5- RIPPLE EFFECTS -SKILLBOOKS- -NELSON-	NELSON -10-	3.00	3		07757
NETWORKS -5- TIME SPINNERS -NELSON-	NELSON -10-	10.00	3		00323
NETWORKS -5- TIME SPINNERS -SKILLBOOKS- -NELSON-	NELSON -10-	3.00	3		09365
PEGASUS READING SKILL BUILDERS: COMPLETE RDG CENTRE	NELSON -R/D-	250.00 KT	3		06262
PHONICS IS FUN -3- GLOBE/MODERN	GLOBE/MODERN	5.50	3		07401
POETRY IN FOCUS -GLOBE-1982	GLOBE/MODERN	9.00	1		18135
RESPONDING TO READING -8- -A-W- 1981-	ADDISON-WESLEY	14.00	1		00372
WRITE ALONG: 5 -GLOBE-1984	GLOBE/MODERN	7.00	1		06197
WRITER'S WORKSHOP, THE -A-W- 1982-	ADDISON-WESLEY	18.50	1		06239
WRITERS' WORLD: DELTA -HEATH-1983	HEATH	13.00	1		06684

TEXT TITLE		PUBLISHER		ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
		020 GEOGRAPHY					
CANADIAN OXFORD INTERMEDIATE ATLAS	-OXF- 1984-	OXFORD	-27-	9.00	8	NT	06742
INSIDE COMMUNITIES: INDUSTRIAL COMMUNITY	-F/W-	FITZHENRY/WHITESIDE		4.00	3		09589
NELSON ATLAS OF THE WORLD	-1982-	NELSON	-27-	8.50	1		86983
NORTH AMERICA	-MHR- 1982-	MCGRAW-HILL RYERSON	-20-	19.50	1		08128
THINKING ABOUT ONTARIO -KEY-	-HOSFORD-	HOSFORD PUBLISHING		15.00	3		05363
UNDERSTANDING MAPS: A BASIC SKILLS BOOK	-HAMMOND-	FITZHENRY/WHITESIDE	-27-	4.00	3		07559
		025 GUIDANCE					
CAREER PLANNING: SET YOUR COURSE	-GUID/CTR-	GUIDANCE CENTRE		6.50	1		03418
GET THE JOB: CAREER PLANNING 4	-GUID/CTR-	GUIDANCE CENTRE		7.50	1		05165
MATH 6 -STUDENT TEXT-	-MHR- 1984-	MCGRAW-HILL RYERSON		13.00	1		09225
		027 SOCIAL STUDIES					
ACADIAN SUMMER -CANADIAN FAMILIES-	-F/W- 1983-	FITZHENRY/WHITESIDE	-27-	4.00	1		04085
CANADA: YEARS OF CHANGE	-HRW- 1982-	HOLT, RINEHART	-27-	15.00	1		06080
CANADIAN OXFORD INTERMEDIATE ATLAS	-OXF- 1984-	OXFORD	-27-	9.00	8	NT	06742
CARIBOO TRAILS -CANADIAN FAMILIES-	-F/W- 1983-	FITZHENRY/WHITESIDE	-27-	4.00	1		04002
EARLY ARTISANS	-CRB/TR-'83	CRABTREE PUBLISHING		5.00	1		04044
EARLY CITY LIFE	-CRB/TR-'83	CRABTREE PUBLISHING		5.00	1		03566
EARLY FAMILY HOME, THE	-CRB/TR-'82	CRABTREE PUBLISHING		5.00	1		07237
EARLY FARM LIFE	-CRB/TR-'83	CRABTREE PUBLISHING		6.00	1		07583
EARLY HEALTH AND MEDICINE	-CRB/TR-'83	CRABTREE PUBLISHING		5.00	1		09340
EARLY SCHOOLS	-CRB/TR-'82	CRABTREE PUBLISHING		5.00	1		00935
EARLY SETTLER CHILDREN	-CRB/TR-'82	CRABTREE PUBLISHING		5.00	1		09308
INDIANS, INUIT, AND METIS OF CANADA	-GAGE-1982-	GAGE		9.00	1		09563
INSIDE COMMUNITIES: INDUSTRIAL COMMUNITY	-F/W-	FITZHENRY/WHITESIDE		4.00	3		09589
INSIDE COMMUNITIES: JAPAN	-F/W- 1981-	FITZHENRY/WHITESIDE	-27-	4.00	1		07161
NELSON ATLAS OF THE WORLD	-1982-	NELSON	-27-	8.50	1		86983

TEXT TITLE		PUBLISHER		ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
		027 SOCIAL STUDIES					
NEW FRANCE AND WAR	-GROLIER-	GROLIER/WATTS		10.50	1		08763
PEOPLE CALL IT HOME	-OXF- 1982-	OXFORD	-27-	9.50	1		06957
PEOPLE CALL IT HOME -STUDENT WORKBOOK-	-OXF- 1982-	OXFORD	-27-	1.50	3		06965
PRAIRIE HORIZONS -CANADIAN FAMILIES-	-F/W- 1984-	FITZHENRY/WHITESIDE	-27-	4.00	1		06064
THINKING ABOUT ONTARIO -KEY-	-HOSFORD-	HOSFORD PUBLISHING		15.00	3		05363
THIS LAND: ONTARIO	-F/W- 1983-	FITZHENRY/WHITESIDE	-27-	6.00	1		06668
UNDERSTANDING MAPS: A BASIC SKILLS BOOK	-HAMMOND-	FITZHENRY/WHITESIDE	-27-	4.00	3		07559
		030 HISTORY					
CANADA: YEARS OF CHANGE	-HRW- 1982-	HOLT, RINEHART	-27-	15.00	1		06080
CANADIAN OXFORD INTERMEDIATE ATLAS	-OXF- 1984-	OXFORD	-27-	9.00	8	NT	06742
CONFEDERATION	-F/W- 1982-	FITZHENRY/WHITESIDE	-27-	5.00	1		07823
DEVELOPMENT IN THE THIRD WORLD	-OXFORD-	OXFORD		10.50	8	NT	07245
DISCOVERING CANADA: DEVELOPING A NATION	-PR-H-1983-	PRENTICE-HALL	-30-	14.00	1		07146
INDIANS OF THE NORTH PACIFIC COAST (OYAI)	-HEATH-1984	HEATH		3.90	3		06700
INDIANS OF THE PLAINS (MISTATIN)	-HEATH-1984	HEATH		3.90	3		09381
INDIANS OF THE SUBARCTIC (OCHECHAK)	-HEATH-1984	HEATH		3.90	3		07567
LABOUR IN CANADA	-GROLIER-	GROLIER/WATTS		4.00	1		08912
NEW FRANCE AND WAR	-GROLIER-	GROLIER/WATTS		10.50	1		08763
SAMUEL DE CHAMPLAIN -CANADIANS-	-F/W- 1981-	FITZHENRY/WSD -CANADIANS-		7.00	3		04614
W. L. MACKENZIE KING -CANADIANS-	-F/W- 1976-	FITZHENRY/WSD -CANADIANS-		5.00	1		07096
WAR OF 1812	-GROLIER-	GROLIER/WATTS		10.50	1		04069
		045 FAMILY STUDIES					
INDIANS OF THE NORTH PACIFIC COAST (OYAI)	-HEATH-1984	HEATH		3.90	3		06700
INDIANS OF THE PLAINS (MISTATIN)	-HEATH-1984	HEATH		3.90	3		09381
INDIANS OF THE SUBARCTIC (OCHECHAK)	-HEATH-1984	HEATH		3.90	3		07567

TEXT TITLE		PUBLISHER	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
		050 LANGUAGES: CORE PROG				
BEAU TEMPS, MAUVAIS TEMPS -SET OF 4-	-MHR-	MCGRAW-HILL RYERSON -50-	15.50 ST	3		01503
DICTIONNAIRE ACTIF NATHAN	-FRANCE/QUE	1- EDITIONS FRANCE-QUEBEC	15.00	1		05488
VIVE LE FRANCAIS PROMENADES 1	-A-W- 1981-	ADDISON-WESLEY	7.50	1		04960
		057 FRENCH IMMERSION				
COIN LECTURE -1- -1ER- -LIVRET DE L'ELEVE-	CHAMPLAIN-	1- CHAMPLAIN	3.00	3		08110
COMMUNICATING SKILLS -LEVEL -4- -STUDENT WORKBK	-HEATH	HEATH	4.00	3		04184
CONTES ET POEMES -CAHIER D'ACTIVITES-	-NELSON-	NELSON -50-	5.00	3		02188
DICTIONNAIRE DU VOCABULAIRE ACTIF	-SABLIER-	1- SABLIER INC	12.00	3		01743
J'APPRENDS AVEC LUC ET MARTINE -CAHIER 2-	-CHAMPLAIN-	1- CHAMPLAIN	31.00 ST	3		00950
J'APPRENDS LE FRANCAIS AU FIL DES JOURS	-HURTUBISE-	1- HURTUBISE	9.50	3		07542
JOYEUX LECTEURS (LIVRETS 1 A 25)	-PROJETS-	1- PROJETS	22.00 ST	3		00356
LIRE PAR PLAISIR	-ED-FR-	1- EDITIONS FRANCAISES	5.50	3		02865
LIVRES A JOUER	-ED/FR-	1- EDITIONS FRANCAISES	2.00	3		01800
LUC ET MARTINE: S'AMUSENT	-PROJETS-	1- PROJETS	2.50	1		07831
MORE WE GET TOGETHER: SHARED READING, THE	-HRW- 1984-	1- CHAMPLAIN	59.00 ST	3		03962
RECONTRE CANADA	-OXF- 1981-	OXFORD	11.00	1		01115
REPORTAGE: LE LAIT ET L'ALIMENTATION	-SABLIER-	1- SABLIER INC	1.50	3		02279
RETROSPECTIVE CANADA -FRENCH TEXT-	-OXF- 1981-	OXFORD	14.50	1		01388
SENTIERS MATHEMATIQUES 5 CAHIER D'EXERCICES	BEAUCHEMIN	1- BEAUCHEMIN	6.50	3		02725
SOUNDINGBOARD 13 (PACKAGE OF TEN)	-GAGE-	GAGE	14.00	3		01719
		060 MATHEMATICS				
CALCULATOR MATH: ADVANCED -BLACKLINE MASTERS-	CCP- 1980-	COPP CLARK PITMAN -60-	10.00	3		00448
HOUGHTON-MIFFLIN MATHEMATICS -1- -PROBLEM SOLV'G/BK-		HOUGHTON-MIFFLIN	3.50	3		00737
HOUGHTON-MIFFLIN MATHEMATICS -2- -PROBLEM SOLV'G/BK-		HOUGHTON-MIFFLIN	3.50	3		08870
HOUGHTON-MIFFLIN MATHEMATICS -4- -TCH/RES/BK-H-M-	1982-	HOUGHTON-MIFFLIN	25.00	3		09019
HOUGHTON-MIFFLIN MATHEMATICS -4- PRACTICE MASTERS--	1982	HOUGHTON-MIFFLIN	39.00	3		09001

TEXT TITLE		PUBLISHER		ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
060 MATHEMATICS							
HOUGHTON-MIFFLIN MATHEMATICS -4- PROBLEM SOLV'G/BK-1982		HOUGHTON-MIFFLIN		4.50	3		08995
IT'S MATHEMATICS -LEVEL 1- -BLACK-LINE MASTERS-GAGE-		GAGE	-60-	27.50	3		00745
IT'S MATHEMATICS -LEVEL 2- -BLACK-LINE MASTERS- -GAGE-		GAGE	-60-	27.50	3		08862
IT'S MATHEMATICS -LEVEL 3- -BLACKLINE MASTERS- -GAGE-		GAGE	-60-	27.50	3		08987
MATH IS / 1 -2ND ED'N- -A- TEXT GRADE 7 -NELSON		NELSON	-60-	15.50	1		08953
MATH IS / 2 -2ND ED'N- -A- TEXT GRADE 8 -NELSON		NELSON	-60-	15.50	9	RE	00513
MATH 2 -CONSUMABLE-	-MHR- 1982-	MCGRAW-HILL RYERSON	-60-	8.00	3		00703
MATH 3 -BLACKLINE MASTERS-	-MHR- 1982-	MCGRAW-HILL RYERSON	-60-	29.50	3		09043
MATH 3 -STUDENT TEXT-	-MHR- 1982-	MCGRAW-HILL RYERSON	-60-	14.00	1		00489
MATH 4 -STUDENT TEXT-	-MHR- 1982-	MCGRAW-HILL RYERSON	-60-	13.50	1		09035
MATH 6 -STUDENT TEXT-	-MHR- 1984-	MCGRAW-HILL RYERSON		13.00	1		09225
MATHEMATICS THEIR WAY-(REPLACEMENT MASTERS)	-A-W- 1976-	ADDISON-WESLEY	-60-	10.00	3		00661
MATHWAYS 2/E -LEVEL -4+ (C)-PLUS WORKBOOK	-CCP- 1982-	COPP CLARK PITMAN	-60-	5.00	3		00554
MATHWAYS 2/E -LEVEL -5+ (C)-PLUS WORKBOOK	-CCP- 1983-	COPP CLARK PITMAN	-60-	5.00	3		02204
MATHWAYS 2/E -LEVEL -6+ (C)-PLUS WORKBOOK	-CCP- 1983-	COPP CLARK PITMAN	-60-	5.00	3		02238
MOSCOW PUZZLES	-WILEY-	WILEY		18.00	3		76778
NEWSPAPER MATH -DUPLICATOR MASTERS-	-CMM- 1980-	COLLIER-MACMILLAN		14.50	3		00430
OLYMPIC ACTION -BLACKLINE MASTERS-	-CMM- 1983-	COLLIER-MACMILLAN		17.00	3		00901
PRE-ALGEBRA WITH PIZZAZZ SERIES	-CREATIVE-	SETSCO		35.00 ST	3		05470
SERIES "M" -1- (E) -ENRICHMENT ACTIVITY MASTERS-CMM-'80		COLLIER-MACMILLAN		24.00	3		00729
SERIES "M" -4- (E) -ENRICHMENT ACTIVITY MASTERS-CMM-'80		COLLIER-MACMILLAN		24.00	3		09027
SPORTSMATH	-CMM- 1982-	COLLIER-MACMILLAN		17.00	3		76851
STARTING PTS IN MATH -GRADE 4- BLACKLINE MASTERS- -GINN		GINN	-60-	21.50	3		08904
065 MUSIC							
MUSIC BOOK, THE -GRADE 8-	-HRW-1981-	HOLT, RINEHART		27.00	3		07484
MUSICANADA -2- (A) TEXT	-HRW--1982-	HOLT, RINEHART		11.00	9	RE	20057

TEXT TITLE		PUBLISHER	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
		070 PHYSICAL & HEALTH EDUC				
CHOICES FOR HEALTH	-NELSON-	NELSON	11.50	1		07609
GROWING UP HEALTHY	-DD- -1982-	DOUBLEDAY	11.00	1	IA	06171
HEALTH FOR LIVING	-DD- -1982-	DOUBLEDAY	13.00	1	IA	05264
LOOK AT YOU	-HEATH-1982	HEATH	4.50	1		05124
		075 SPECIAL EDUCATION				
BASIC GOALS IN SPELLING -5- -3RD ED'N--TEXT-MHR- 1977-		MCGRAW-HILL RYERSON -10-	5.50	3		07690
BRIGANCE COMPREHENSIVE INVENTORY OF BASIC SKILLS -CURR-		MICHAEL PRESTON ASSOC.	99.00 KT	3		09837
BUILDING LANGUAGE POWER -LEVEL -C- -GRADE 3- -GLOBE		GLOBE/MODERN	3.50	3		00893
BUILDING LANGUAGE POWER -LEVEL -D- -GRADE 4- -GLOBE		GLOBE/MODERN	3.50	3		00919
LENNES ESSENTIALS OF ARITHMETIC -GRADE -6- -DD -1974-		DOUBLEDAY -60-	4.00	3		03848
LGM/STRUCTURAL READER: DETECTIVES FROM SCOTLAND YARD		ACADEMIC PRESS	1.50	3		06981
MATH IS / 1 -2ND ED'N- -A- TEXT GRADE 7 -NELSON		NELSON -60-	15.50	1		08953
MATH IS / 2 -2ND ED'N- -A- TEXT GRADE 8 -NELSON		NELSON -60-	15.50	9	RE	00513
PHONICS IS FUN -3-	GLOBE/MODERN	GLOBE/MODERN	5.50	3		07401
PHONICS IS FUN BOOK (1)	GLOBE/MODERN	GLOBE/MODERN	6.00	3		02659
READING REINFORCEMENT SKILLTEXT -NEIGHBOURS-MERRILL-		MERRILL	3.00	3		02626
READING REINFORCEMENT SKILLTEXT -SURPRISES--MERRILL-		MERRILL	3.00	3		02857
READING REINFORCEMENT SKILLTEXT -WHEELS- -MERRILL-		MERRILL	3.50	3		01586
READING REINFORCEMENT SKILLTEXT: CIRCUS -MERRILL-		MERRILL	3.50	3		02840
READING REINFORCEMENT SKILLTEXT: IMAGINATION-MERRILL-		MERRILL	3.50	3		02824
READING REINFORCEMENT SKILLTEXT: MOCCASINS -MERRILL-		MERRILL	3.50	3		02832
READING SKILLTEXT: GOING PLACES IN THE SUN -MERRILL-		MERRILL	3.50	3		07302
REINFORCEMENT MATERIAL (DUPLICATING) LEVEL A -MERRILL-		MERRILL	35.00	3		03707
REINFORCEMENT MATERIAL (DUPLICATING) LEVEL B -MERRILL-		MERRILL	41.00	3		06783
REINFORCEMENT MATERIAL (DUPLICATING) LEVEL C -MERRILL-		MERRILL	47.00	3		07369
SPECIFIC SKILL SERIES: SPIRIT MASTERS COMPLETE SET		BARNELL LOFT	10.50	3		02709

TEXT TITLE		PUBLISHER		ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
		075 SPECIAL EDUCATION					
SPELLING F WRITING -1- STUDENT'S WORKBOOK	-MERRILL-	MERRILL		6.00	3		02782
SPELLING F WRITING -2- STUDENT'S WORKBOOK	-MERRILL-	MERRILL		6.00	3		02790
SPRINT STARTER LIBRARY -A-	-SCHOLASTIC	SCHOLASTIC		60.00 ST	3		02741
WRITERS' WORLD: DELTA	-HEATH-1983	HEATH		13.00	1		06684
		080 SCIENCE					
CONCEPTS IN SCIENCE -5- -PURPLE TEXT-	-HB-	ACADEMIC PRESS		16.50	9	RE	00885
FOCUS ON SCIENCE: LEVEL 5 -STUDENT TEXT-	-HEATH-1983	HEATH	-80-	13.00	1		03921
		090 TECHNICAL SUBJECTS					
EXPLORING INDUSTRIAL ARTS	-MHR- 1983-	MCGRAW-HILL RYERSON	-90-	15.00	1		01784
		094 INDUSTRIAL ARTS					
EXPLORING INDUSTRIAL ARTS	-MHR- 1983-	MCGRAW-HILL RYERSON	-90-	15.00	1		01784

1985 03 28

To The Chairman and Members,
Education Management Committee,
Board of Education for the
City of Hamilton

Ladies and Gentlemen:

RE: SCHOOL YEAR AND SCHOOL HOLIDAYS

In accordance with Regulation 822:82 (under the Education Act), boards of education are required to prepare, adopt and submit to the Regional Directors of Education, Ministry of Education, a yearly school calendar.

Please note the following regarding to the 1985-86 calendars:

1. The school year is set to commence on September 3, 1985.
2. The recommendation includes 9 P.A. days, the maximum now allowed under Regulation 822.
3. In concert with Regulation 822, all secondary schools are within the 15 days maximum allowed for examination purposes.
4. The Ministry requires a minimum of 185 instructional days; this calendar calls for 186.
5. Five local boards are co-operating in shared secondary school activities on November 15, 1985.

It is therefore respectfully recommended:

That the attached calendars for the Hamilton school system for the 1985-86 school year be approved.

Prepared and submitted by: C. G. W. McKague, Superintendent of Curriculum and Special Services

Approved by: A. J. Krever, Director of Education

/sb

Ministry of Education
Ontario

SCHOOL YEAR CALENDAR 1985-1986

School Board: THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

School: ALL ELEMENTARY SCHOOLS LOCATED ON THE MOUNTAIN

Elementary ☒
Secondary ☐

Approved by (signature of Board Official)

Month	Number of Statutory School Holidays	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days
September	1	1	19	
October	1	2	20	
November			21	
December	7	1	14	
January	3	1	19	
February			20	
March	7	1	13	
April		1	21	
May	1		21	
June		2	18	
TOTAL	20	9	186	

Month	1st Week					2nd Week					3rd Week					4th Week					5th Week				
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September	2 H	3	4	5	6	9	10	11	12	13	16	17	18	19	20 P	23	24	25	26	27	30				
October		1	2 P	3	4	7	8	9	10	11	14 H	15	16	17	18	21	22	23	24	25	28	29 P	30	31	
November					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
December	2	3	4 P	5	6	9	10	11	12	13	16	17	18	19	20	23 H	24 H	25 H	26 H	27 H	30 H	31 H			
January			1 H	2 H	3 H	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27 P	28	29	30	31
February						3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28
March	3	4	5	6	7	10 H	11 H	12 H	13 H	14 H	17	18	19	20 P	21	24	25	26	27	28 H	31 H				
April		1	2	3	4	7	8	9	10 P	11	14	15	16	17	18	21	22	23	24	25	28	29	30		
May				1	2	5	6	7	8	9	12	13	14	15	16	19 H	20	21	22	23	26	27	28	29	30
June	2	3	4 P	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27 P	30				

Legend: Statutory School Holiday – H
Scheduled Examination Days – E
Professional Activity Day – P
Half Day – ◪

50-0997 (1/85)

Ministry of Education
Ontario

SCHOOL YEAR CALENDAR 1985-1986

School Board: THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

School: ALL VOCATIONAL SCHOOLS

Approved by (signature of Board Official)

Elementary ☐
Secondary ☒

Month	Number of Statutory School Holidays	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days
September	1		20	
October	1		22	
November		1	20	
December	7		15	
January	3	3	17	3
February			20	
March	7		14	
April		1	21	
May	1		21	
June		4	16	4
TOTAL	20	9	186	7

Month	1st Week					2nd Week					3rd Week					4th Week					5th Week				
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September	2 H	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30				
October		1	2	3	4	7	8	9	10	11	14 H	15	16	17	18	21	22	23	24	25	28	29	30	31	
November					1	4	5	6	7	8	11	12	13	14	15 P	18	19	20	21	22	25	26	27	28	29
December	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23 H	24 H	25 H	26 H	27 H	30 H	31 H			
January			1 H	2 H	3 H	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24 E	27 E	28 E	29 P	30 P	31 P
February						3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28
March	3	4	5	6	7	10 H	11 H	12 H	13 H	14 H	17	18	19	20	21	24	25	26	27	28 H	31 H				
April		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25 P	28	29	30		
May				1	2	5	6	7	8	9	12	13	14	15	16	19 H	20	21	22	23	26	27	28	29	30
June	2	3	4	5	6	9	10	11	12	13	16	17	18 E	19 E	20 E	23 E	24 P	25 P	26 P	27 P	30				

Legend: Statutory School Holiday – H
Scheduled Examination Days – E
Professional Activity Day – P
Half Day – ☑

50 0997 (1/85)

Ministry of Education
Ontario

SCHOOL YEAR CALENDAR 1985-1986

School Board: THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

School: Hill Park, Scott Park, Sir Allan MacNab, Sir John A. Macdonald, Sir Winston Churchill, Westdale Secondary, Delta

Elementary ☐
Secondary ☒

Approved by (signature of Board Official)

Month	Number of Statutory School Holidays	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days
September	1		20	
October	1		22	
November		1	20	3
December	7		15	
January	3	2	18	4
February		1	19	
March	7		14	
April		1	21	3
May	1		21	
June		4	16	5
TOTAL	20	9	186	15

Month	1st Week					2nd Week					3rd Week					4th Week					5th Week				
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September	2 H	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30				
October		1	2	3	4	7	8	9	10	11	14 H	15	16	17	18	21	22	23	24	25	28	29	30	31	
November					1	4	5	6 E	7 E	8 E	11	12	13	14	15 P	18	19	20	21	22	25	26	27	28	29
December	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23 H	24 H	25 H	26 H	27 H	30 H	31 H			
January			1 H	2 H	3 H	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24 E	27 E	28 E	29 E	30 P	31 P
February						3	4	5	6	7	10	11	12	13	14 P	17	18	19	20	21	24	25	26	27	28
March	3	4	5	6	7	10 H	11 H	12 H	13 H	14 H	17	18	19	20	21	24	25	26	27	28 H	31 H				
April		1	2	3	4	7	8	9 E	10 E	11 E	14	15	16	17	18	21	22	23	24	25 P	28	29	30		
May				1	2	5	6	7	8	9	12	13	14	15	16	19 H	20	21	22	23	26	27	28	29	30
June	2	3	4	5	6	9	10	11	12	13	16	17 E	18 E	19 E	20 E	23 E	24 P	25 P	26 P	27 P	30				

Legend: Statutory School Holiday — H
Scheduled Examination Days — E
Professional Activity Day — P
Half Day — ☑

50-0997 (1/85)

Ministry of Education
Ontario

SCHOOL YEAR CALENDAR 1985-1986

School Board: THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

School: GLENDALE SECONDARY SCHOOL

Approved by (signature of Board Official)

Elementary ☐
Secondary ☒

Month	Number of Statutory School Holidays	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days
September	1		20	
October	1		22	
November		1	20	3
December	7		15	
January	3	2	18	5
February		1	19	
March	7		14	
April		1	21	3
May	1		21	
June		4	16	4
TOTAL	20	9	186	15

Month	1st Week					2nd Week					3rd Week					4th Week					5th Week				
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September	2 H	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30				
October		1	2	3	4	7	8	9	10	11	14 H	15	16	17	18	21	22	23	24	25	28	29	30	31	
November					1	4	5	6 E	7 E	8 E	11	12	13	14	15 P	18	19	20	21	22	25	26	27	28	29
December	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23 H	24 H	25 H	26 H	27 H	30 H	31 H			
January			1 H	2 H	3 H	6	7	8	9	10	13	14	15	16	17	20	21	22	23 E	24 E	27 E	28 E	29 E	30 P	31 P
February						3	4	5	6	7	10	11	12	13	14 P	17	18	19	20	21	24	25	26	27	28
March	3	4	5	6	7	10 H	11 H	12 H	13 H	14 H	17	18	19	20	21	24	25	26	27	28 H	31 H				
April		1	2	3	4	7	8	9 E	10 E	11 E	14	15	16	17	18	21	22	23	24	25 P	28	29	30		
May				1	2	5	6	7	8	9	12	13	14	15	16	19 H	20	21	22	23	26	27	28	29	30
June	2	3	4	5	6	9	10	11	12	13	16	17	18 E	19 E	20 E	23 E	24 P	25 P	26 P	27 P	30				

Legend: Statutory School Holiday — H
Scheduled Examination Days — E
Professional Activity Day — P
Half Day — ☑

50 0997 (1/85)

Ministry of Education
Ontario

SCHOOL YEAR CALENDAR 1985-1986

School Board: THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

School: BARTON SECONDARY

Approved by (signature of Board Official)

Elementary ☐
Secondary ☑

Month	Number of Statutory School Holidays	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days
September	1		20	
October	1		22	
November		1	20	2
December	7		15	
January	3	2	18	5
February		1	19	
March	7		14	
April		1	21	2
May	1		21	
June		4	16	6
TOTAL	20	9	186	15

	1st Week					2nd Week					3rd Week					4th Week					5th Week				
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September	2 H	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30				
October		1	2	3	4	7	8	9	10	11	14 H	15	16	17	18	21	22	23	24	25	28	29	30	31	
November					1	4	5	6	7 E	8 E	11	12	13	14	15 P	18	19	20	21	22	25	26	27	28	29
December	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23 H	24 H	25 H	26 H	27 H	30 H	31 H			
January			1 H	2 H	3 H	6	7	8	9	10	13	14	15	16	17	20	21	22	23 E	24 E	27 E	28 E	29 E	30 P	31 P
February						3	4	5	6	7	10	11	12	13	14 P	17	18	19	20	21	24	25	26	27	28
March	3	4	5	6	7	10 H	11 H	12 H	13 H	14 H	17	18	19	20	21	24	25	26	27	28 H	31 H				
April		1	2	3	4	7	8	9	10 E	11 E	14	15	16	17	18	21	22	23	24	25 P	28	29	30		
May				1	2	5	6	7	8	9	12	13	14	15	16	19 H	20	21	22	23	26	27	28	29	30
June	2	3	4	5	6	9	10	11	12	13	16 E	17 E	18 E	19 E	20 E	23 E	24 P	25 P	26 P	27 P	30				

Legend: Statutory School Holiday – H
Scheduled Examination Days – E
Professional Activity Day – P
Half Day – ◪

50 0997 (1/85)

Ministry of Education
Ontario

SCHOOL YEAR CALENDAR 1985-1986

School Board: THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

School: SHERWOOD SECONDARY

Approved by (signature of Board Official)

Elementary ☐
Secondary ☒

Month	Number of Statutory School Holidays	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days
September	1		20	
October	1		22	
November		1	20	2
December	7		15	
January	3	2	18	5
February		1	19	
March	7		14	
April		1	21	2
May	1		21	
June		4	16	6
TOTAL	20	9	186	15

Month	1st Week					2nd Week					3rd Week					4th Week					5th Week				
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September	2 H	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30				
October		1	2	3	4	7	8	9	10	11	14 H	15	16	17	18	21	22	23	24	25	28	29	30	31	
November					1	4 E	5 E	6	7	8	11	12	13	14	15 P	18	19	20	21	22	25	26	27	28	29
December	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23 H	24 H	25 H	26 H	27 H	30 H	31 H			
January			1 H	2 H	3 H	6	7	8	9	10	13	14	15	16	17	20	21	22	23 E	24 E	27 E	28 E	29 E	30 P	31 P
February						3	4	5	6	7	10	11	12	13	14 P	17	18	19	20	21	24	25	26	27	28
March	3	4	5	6	7	10 H	11 H	12 H	13 H	14 H	17	18	19	20	21	24	25	26	27	28 H	31 H				
April		1	2	3	4	7 E	8 E	9	10	11	14	15	16	17	18	21	22	23	24	25 P	28	29	30		
May				1	2	5	6	7	8	9	12	13	14	15	16	19 H	20	21	22	23	26	27	28	29	30
June	2	3	4	5	6	9	10	11	12	13	16 E	17 E	18 E	19 E	20 E	23 E	24 P	25 P	26 P	27 P	30				

Legend: Statutory School Holiday – H
Scheduled Examination Days – E
Professional Activity Day – P
Half Day – ◪

50-0997 (1/85)

Ministry of Education
Ontario

SCHOOL YEAR CALENDAR 1985-1986

School Board: THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

School: WESTMOUNT SECONDARY

Elementary ☐
Secondary ☒

Approved by (signature of Board Official)

Month	Number of Statutory School Holidays	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days
September	1		20	
October	1		22	
November		1	20	2
December	7		15	
January	3	2	18	6
February		1	19	
March	7		14	
April		1	21	1
May	1		21	
June		4	16	6
TOTAL	20	9	186	15

Month	1st Week					2nd Week					3rd Week					4th Week					5th Week				
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September	2 H	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30				
October		1	2	3	4	7	8	9	10	11	14 H	15	16	17	18	21	22	23	24	25	28	29	30	31	
November					1 E	4 E	5	6	7	8	11	12	13	14	15 P	18	19	20	21	22	25	26	27	28	29
December	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23 H	24 H	25 H	26 H	27 H	30 H	31 H			
January			1 H	2 H	3 H	6	7	8	9	10	13	14	15	16	17	20	21	22 E	23 E	24 E	27 E	28 E	29 E	30 P	31 P
February						3	4	5	6	7	10	11	12	13	14 P	17	18	19	20	21	24	25	26	27	28
March	3	4	5	6	7	10 H	11 H	12 H	13 H	14 H	17	18	19	20	21	24	25	26	27	28 H	31 H				
April		1	2	3	4	7 E	8	9	10	11	14	15	16	17	18	21	22	23	24	25 P	28	29	30		
May				1	2	5	6	7	8	9	12	13	14	15	16	19 H	20	21	22	23	26	27	28	29	30
June	2	3	4	5	6	9	10	11	12	13	16 E	17 E	18 E	19 E	20 E	23 E	24 P	25 P	26 P	27 P	30				

Legend: Statutory School Holiday – H
Scheduled Examination Days – E
Professional Activity Day – P
Half Day – ☑

50 0997 (1/85)

Ministry of Education
Ontario

SCHOOL YEAR CALENDAR 1985-1986

School Board: THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

School: GEORGES P. VANIER

Approved by (signature of Board Official)

Elementary ☐
Secondary ☒

Month	Number of Statutory School Holidays	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days
September	1		20	
October	1		22	
November		1	20	2
December	7		15	
January	3	2	18	5
February			20	
March	7		14	
April			22	2
May	1	1	20	
June		5	15	6
TOTAL	20	9	186	15

	1st Week					2nd Week					3rd Week					4th Week					5th Week				
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September	2 H	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30				
October		1	2	3	4	7	8	9	10	11	14 H	15	16	17	18	21	22	23	24	25	28	29	30	31	
November					1	4	5	6	7 E	8 E	11	12	13	14	15 P	18	19	20	21	22	25	26	27	28	29
December	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23 H	24 H	25 H	26 H	27 H	30 H	31 H			
January			1 H	2 H	3 H	6	7	8	9	10	13	14	15	16	17	20	21	22	23 E	24 E	27 E	28 E	29 E	30 P	31 P
February						3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28
March	3	4	5	6	7	10 H	11 H	12 H	13 H	14 H	17	18	19	20	21	24	25	26	27	28 H	31 H				
April		1	2	3	4	7	8	9	10 E	11 E	14	15	16	17	18	21	22	23	24	25	28	29	30		
May				1	2	5	6	7	8	9 P	12	13	14	15	16	19 H	20	21	22	23	26	27	28	29	30
June	2	3	4	5	6	9	10	11	12	13 E	16 E	17 E	18 E	19 E	20 E	23 P	24 P	25 P	26 P	27 P	30				

Legend: Statutory School Holiday – H
Scheduled Examination Days – E
Professional Activity Day – P
Half Day – ☑

50-0997 (1/85)

Ministry of Education
Ontario

SCHOOL YEAR CALENDAR 1985-1986

School Board
THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

School
ALTER ED.

Approved by (signature of Board Official)

Elementary ☐
Secondary ☑

Month	Number of Statutory School Holidays	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days
September	1		20	
October	1		22	
November		1	20	
December	7		15	
January	3		20	
February		1	19	
March	7		14	
April		1	21	
May	1		21	
June		5	15	
TOTAL	20	8	187	

Month	1st Week					2nd Week					3rd Week					4th Week					5th Week				
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September	2 H	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30				
October		1	2	3	4	7	8	9	10	11	14 H	15	16	17	18	21	22	23	24	25	28	29	30	31	
November					1	4	5	6	7	8	11	12	13	14	15 P	18	19	20	21	22	25	26	27	28	29
December		3	4	5	6	9	10	11	12	13	16	17	18	19	20	23 H	24 H	25 H	26 H	27 H	30 H	31 H			
January			1 H	2 H	3 H	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
February						3	4	5	6	7	10	11	12	13	14 P	17	18	19	20	21	24	25	26	27	28
March	3	4	5	6	7	10 H	11 H	12 H	13 H	14 H	17	18	19	20	21	24	25	26	27	28 H	31 H				
April		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25 P	28	29	30		
May				1	2	5	6	7	8	9	12	13	14	15	16	19 H	20	21	22	23	26	27	28	29	30
June	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23 P	24 P	25 P	26 P	27 P	30				

Legend: Statutory School Holiday – H
Scheduled Examination Days – E
Professional Activity Day – P
Half Day – ☑

50 0997 (1/85)

The Association of
LARGE SCHOOL BOARDS
in Ontario

1984-85

Executive Co-ordinator
Lorraine Flaherty

President
Lynne Woolstencroft
Waterloo County

1st Vice-President
Mae Waese
North York

2nd Vice-President
Colin Goodfellow
York Region

3rd Vice-President
Sandra Goldstein
Ottawa

Past President
William Kent
Peel

Secretary-Treasurer
Ruth Russell
City of York

Curriculum Chairman
Fran Endicott
Toronto

Legislation Chairman
Donald Francis
Ottawa

Salary Chairman
Ruth Thompson
Peel

Member at Large
Marjorie Baskin
Hamilton

Member at Large
William Williams
Etobicoke

1985 02 28

RECEIVED
AT B. OF E.
MAR 6 1985
ANS'D.....

Mr. R.S. Cartmell
Secretary-Treasurer and
Business Administrator
Hamilton Board of Education
P.O. Box 558
Hamilton, Ontario
L8N 3L1

Dear Mr. Cartmell:

At the Curriculum Committee meeting held last Saturday, discussion took place on your board's resolution regarding a possible contract with OISE to study "Social Impacts of School Closings".

The Committee understood the import of this issue, but felt that a "comprehensive" study of the social impacts of school closings on the local neighbourhood is an impossibility. Studies done to date, including those in the U.S., have tended to be too broad to be useful. The Committee felt that each local jurisdiction will fact different consequences of closing schools and so a general study on this issue would not be relevant.

A letter has been sent to OISE indicating that this would be a good topic for a doctoral dissertation or for a research project.

I trust this information is useful to you.

Sincerely

Lorraine Flaherty
Executive Co-ordinator

c.c. Arn Krever
Director of Education

252 Bloor St. W., Suite 12-205, Toronto, Ontario M5S 1V5 — Telephone 416—922-4858

REPORT OF THE

TRAINABLE RETARDED CHILDREN'S ADVISORY COMMITTEE

Present: Mrs. R. Jensen (Chairman)
Trustees Paikin and Van Horne; Drs. Jacobs and Morris.

Officials Present: Mr. J. Penner (Deputy Business Administrator)
Mr. P. Beveridge (Associate Superintendent of Curriculum & Special Services)
Miss W. McLaren (Acting Principal - Southview)
Mr. E. Hipkiss (Acting Consultant - Learning Exceptionalities)
Mr. D. H. Kelterborn (Administrative Assistant to the Secretary-Treasuer and Business Administrator).

The Committee recommends:

PART II

(a) That as of September, 1985, the Hill Park Interaction Program be expanded to include other satellite classes in appropriate secondary schools (see attached).

Respectfully submitted,

Mrs. R. Jensen,
Chairman.

Committee Room,
1985 03 25.

Revised 1985 05 25

CONFIDENTIAL

The Education Centre
100 Main Street West
Hamilton, Ontario
1985 02 21

To the Chairman and Members
Trainable Retarded Advisory Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: **A PROPOSAL FOR FUTURE PROGRAMMING FOR SENIOR TRAINABLE RETARDED STUDENTS**

BACKGROUND

Students identified as trainable retarded who are between the ages of 16 and 21 years are currently enrolled at Vincent Massey School. A component of interaction has been provided since September, 1980, at Hill Park Secondary School. This project has been evolutionary in nature and has undergone many changes as a result of on-going evaluation. Initially, the Interaction Program was a two-week rotary component of the Vincent Massey program. Social interaction was considered the primary goal. It became apparent that a two-week time period was being considered inadequate to make a significant impact. The second focus became the need for a stronger curricular base to the program. Both issues were addressed. Peer Helper Program was begun in 1982 in Physical Education with an Art option added in 1983. A curriculum outline was developed for the classroom teacher which articulated the program objective as follows:

> "To develop basic life skills in community living, recreation and leisure and personal social functioning using the secondary school as a resource."

The two-week rotation was expanded to provide for one class of trainable retarded students to attend Hill Park Secondary School for one semester with another class attending for the second semester.

Each response to the need for changes has appeared to improve the model.

RATIONALE

The present changes being proposed attempt to continue this process by addressing the following additional issues:

- Thirteen students who are currently in intermediate satellite settings will be moving to a senior program. This raises the philosophical issue relative to requiring students who have been involved in an integrated setting, to move into a segregated school. It seems appropriate to provide especially the parents of these students, with an alternative to segregated senior schooling.

- The current philosophy regarding the integration of handicapped students supports expanding services in the direction of increased interaction opportunities.

- Various parents have expressed the personal satisfaction that it provides them in having their trainable retarded children attend a secondary school as do their non-retarded peers.

- Some other Boards have successfully initiated and implemented satellite programming within secondary schools. Three of our former students have transferred from Vincent Massey this year to such a program, with the stated parental reason for transferring being their wish to have their children receive their education in a regular secondary school setting.

- The success of the Art and Physical Education Peer Helper Program at Hill Park, as well as the success of the basic life skills program using the secondary school resources, support the expansion of the program to other secondary schools, to provide opportunity for more students to be involved and for the extension of the time from one semester to the entire senior program.

- Declining enrolment within the trainable retarded program makes it necessary to re-examine our delivery of service model.

- With the present format of the program, more secondary teachers have shown both interest and increased involvement. It could be assumed that, the extension of the time frame and evidence of growth due to the curricular base of the program, has contributed to this increased interest and involvement on the part of the secondary staff. It could further be assumed that this trend would only continue given the knowledge we have gained relative to the important components of a successful program.

SUGGESTED PLAN

Vincent Massey could function as a resource centre to increased satellite programs. The plan could involve the following:

SCHOOL	PROGRAM	NO. OF STUDENTS
Vincent Massey	1 Rotary Cycle* 4 General Shops	55 30
Secondary School A	1 Satellite Class	10
Secondary School B	1 Satellite Classes	10
Secondary School C	2 Satellite Class	20
TOTAL		125

* The teacher of work experience would extend his/her involvement over each of the settings.

SUGGESTED SATELLITE PROGRAMS

SECONDARY SCHOOL	PROGRAM EMPHASIS	CURRICULUM COMPONENTS	PERSONNEL RESPONSIBILITY
Schools A and B	Life Skills	Language, Environmental Studies, Community Awareness	Classroom Teacher and School Community
		Physical Education, Recreation	Classroom Teachers and Peer Helpers
		Creative Arts	Classroom Teachers and Peer Helpers
		Personal Social Functioning and Life Skills	Classroom Teacher and School Community
		Work Experience	Vincent Massey Work Experience Teacher

SECONDARY SCHOOL	PROGRAM EMPHASIS	CURRICULUM COMPONENTS	PERSONNEL RESPONSIBILITY
School C	Work Skills	Language, Environmental Studies, Community Awareness	Classroom Teacher and School Community
		Physical Education, Recreation	Classroom Teachers and Peer Helpers
		Work Skills	Classroom Teacher
		Personal Social Functioning and Life Skills	Classroom Teachers and Peer Helpers
		Work Experience	Vincent Massey Work Experience Teacher

ACCOMMODATION NEEDS

Secondary School A

- one large classroom preferably with a self-contained kitchen unit with stove, refrigerator, sink, dishwasher, washer and dryer
- access to an art room and gymnasium during Peer Helper Program
- access to a gymnasium and pool during the Art semester.

Secondary School B

- similar to the needs of School A.

Secondary School C

- two large classrooms
- access to family studies and art rooms during Peer Helper Program
- access to a gymnasium and pool
- access to a woodworking shop or one of the classrooms mentioned above to be set up as a general purpose workshop.

IMPLICATIONS AND DISCUSSION

1. The accommodation needs, as mentioned above, require increased use of the secondary school facilities and/or certain classroom modifications and special equipment.

2. If the students at the proposed satellite settings become part of the secondary school enrolment, the administration of the program becomes part of the responsibility of the secondary school administrative staff.

3. Vincent Massey School could become a resource centre in terms of personnel expertise and other resources.

RECOMMENDATION

> That as of September, 1985, the Hill Park Interaction Program be expanded to include other satellite classes in appropriate secondary schools.

Prepared by:

Wanda E. McLaren, Consultant
Special Education Department

and

Kathleen M. Rebalski, Principal
Vincent Massey School

Submitted by:

Peter S. Beveridge
Associate Superintendent of
Curriculum and Special Services

Approved by:

Arnold J. Krever
Director

:cc

REPORT OF THE

SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Mrs. M. Baskin (Chairman);
Trustee Mulholland; Mesdames Bishop, Christianson, Masters and Tilbury; Messrs. Byron and McHenry;
Drs. Brennan, Jacobs, Newberry and Rosenbaum.

Also Present: Trustee Clarke, Miss N. Stevens, Miss W. McLaren, Mr. J. Stewart, Mrs. L. Scott.

Officials Present: Mr. P. Beveridge (Associate Superintendent of Curriculum & Special Services),
Mr. A. J. Molineux (Assistant to the Business Administrator),
Mr. R. Adams (Supervisor - Special Education),
Mrs. E. Pease (Administrative Assistant to the Director).

PART II

(a) That as of September, 1985, the Hill Park Interaction Program be expanded to include 2 other satellite classes in appropriate secondary schools.

Respectfully submitted,

Mrs. M. Baskin,

Chairman.

1985 03 27.

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1985 03 28.

To The Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

PART I

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That the following Vice-Principals be appointed to the position of Acting Principal of a Secondary School, effective 1985 09 01, with salaries according to schedule:

Mrs. Andrea Robertson

Mr. Murray Kilby

(b) That the following teachers be appointed to the position of Acting Vice-Principal of a Secondary School, effective 1985 09 01, with salaries according to schedule:

Mrs. Joan Morse

Mrs. Nancy Nicholls

(c) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Mrs. Norma Dreossi, 1985 02 14 to 1985 03 20

Mrs. Lucy Jane Hannaford, 1985 03 04 to further notice

Mrs. Steve Kopas, 1984 12 17 to 1985 02 15

(d) That Mrs. Gene Sutton be granted a Leave of Absence, with pay, in order to participate as a judge in the National Gymnastics Championships, to be held in Victoria, British Columbia, from 1985 05 15 to 1985 05 17.

(e) That the following trips be approved:

(i) Sir Winston Churchill, Delta, Glendale and Scott Park Secondary Schools, Grades 11-13, Art Students, Albright-Knox Gallery, Buffalo, New York, 1985 04 18 (Thursday)

(ii) Glendale Secondary Schools, Grade 13, Geography, Sault Lookout, Ontario, 1985 05 09-13 (Thursday to Monday)

(iii) Sir Allan MacNab Secondary School, Grade 10-13, Music, Montreal, Quebec, 1985 05 9-12 (Thursday to Sunday)

(iv) Scott Park Secondary School, Grade 13, English, Stratford, Ontario, 1985 05 16

(f) That the action of the Superintendent of Operations in the approval of the Westmount Secondary School volleyball team's participation in a volleyball tournament in Chatham, Ontario, 1985 03 23, be approved.

Superintendent of Curriculum and Special Services:

(a) That two secondary school teachers attend the "Niagara Region English Committee/Ontario Council of Teachers' of English Conference" to be held at Niagara Falls, Ontario, Thursday evening, 1985 04 25 to Saturday, 1985 04 27, and that $135.00 each be paid towards registration and expenses.

(b) That three secondary school teachers attend the "Guelph Sexuality Conference" to be held at Guelph, Tuesday, 1985 06 18 and Wednesday, 1985 06 19, and that $160.00 each be paid towards registration and expenses.

(c) That two secondary school (composite) teachers attend the "Guelph Sexuality Conference" to be held at Guelph, Monday, 1985 06 17 to Wednesday, 1985 06 19, and that $180.00 each be paid towards registration and expenses.

(d) That two secondary school teachers of Family Studies attend the "13th York University Conference on the Family" to be held at Toronto, Thursday, 1985 04 18 and Friday, 1985 04 19, and that $120.00 each be paid towards registration and expenses.

(e) That one secondary school teacher of Family Studies attend the "Annual Ontario Family Life Education Association Conference" to be held at Windsor, Wednesday, 1985 05 01 to Friday, 1985 05 03, and that $250.00 be paid towards registration and expenses.

(f) That five secondary school (composite) Heads of Technical and two Vocational Assistants to the Principal attend the "Ontario Technical Directors' Association Spring Conference" to be held at Atherley, Thursday, 1985 05 23 to Saturday, 1985 05 25, and that $165.00 each be paid towards registration and expenses.

(g) That one secondary school (composite) teacher attend the "Educational Computing Organization of Ontario Conference/A.E.D.S." to be held at Toronto and Waterloo, Monday, 1985 04 22 to Thursday, 1985 04 25, and that $480.00 be paid towards registration and expenses.

(h) That one secondary school (composite) teacher attend the"Software Developers Training Course" to be held at Toronto, Monday, 1985 04 29 and Tuesday, 1985 04 30, and that $30.00 be paid towards expenses.

(i) That the action of the Superintendent of Curriculum and Special Services in permitting one secondary school (composite) teacher to attend the "Introduction to the ICON Course" at Toronto, Thursday, 1985 03 21 and Friday, 1985 03 22, and that $30.00 be paid towards expenses, be approved.

(j) That one secondary school (composite) teacher attend the "Living Language Conference" to be held at Ottawa, Thursday, 1985 04 11 to Saturday, 1985 04 13 and that expenses be paid according to policy.

(k) That two secondary school (vocational) teachers attend the "Curriculum '85 Conference" to be held at Collingwood, Thursday evening, 1985 05 09 to Saturday, 1985 05 11, and that $200.00 each be paid towards registration and expenses.

(l) That one secondary school (composite) principal attend the "French Principals' Retreat" to be held at Barrie, Wednesday, 1985 05 22 to Friday, 1985 05 24, and that expenses be paid according to policy.

(m) That one (vocational) teacher, two (composite) teachers (one is a speaker), one (composite) department head and one (composite) assistant head attend the "Ontario Association of Mathematics Educators' Conference" to be held at Sudbury, Thursday, 1985 05 09 to Saturday, 1985 05 11, and that $200.00 each be paid towards registration and expenses.

(n) That one secondary school (vocational) teacher attend the "Hostex Convention" to be held at Toronto, Tuesday, 1985 04 23, at no cost to the Board.

(o) That the Co-operative Education Program Co-ordinator and up to five secondary school co-op teacher monitors attend the "Ontario Co-operative Education Association Annual Conference" to be held at Kingston, Sunday, 1985 06 02 to Tuesday, 1985 06 04, and that $225.00 each be paid towards registration and expenses.

(p) That up to six secondary school teachers of Physical Education attend the "Women's Coaching Clinic" to be held at McMaster University on Thursday, 1985 06 13 to Saturday, 1985 06 15 and that the registration fee of $75.00 each be paid.

(q) That two secondary school (composite) teachers of Physical and Health Education attend the "Ontario Basketball Association Clinic" to be held in Mississauga on Saturday, 1985 05 04 and Sunday, 1985 05 05 and that the registration fee of $45.00 each be paid.

(r) That the action of the Superintendent of Curriculum and Special Services in permitting one secondary school (composite) teacher of Physical and Health Education to attend the "Ontario Sports and Fitness Clinic" at McMaster University, Wednesday, 1985 02 20, and that the registration fee of $25.00 be paid, be approved.

(s) That the names of those texts listed on the accompanying sheets be approved for use in the schools and be added to the lists of texts previously approved by the Board of Education for the City of Hamilton.

(t) That the grant application in the amount of $3,954 under the Student Employment/Experience Development (S.E.E.D.) project be approved for the purposes of assisting the Co-operative Education Department in developing, preparing, and placing approximately 400 first semester students in appropriate training stations at no cost to the Board.

Associate Superintendent of Curriculum and Special Services

(a) That one principal and one Learning Resource Teacher attend the International Conference on Gifted Students to be held in Toronto from Thursday, 1985 05 09 to Saturday, 1985 05 11, and that each receive $175 towards the cost of registration and expenses.

(b) That one secondary school teacher attend the OSSTF sponsored Connections II Conference to be held in Toronto from Thursday, 1985 04 18 to to Saturday, 1985 04 20, and that $245 be paid towards the cost of registration and expenses.

(c) That the action of the Associate Superintendent of Curriculum and Special Services in permitting 12 Guidance Counsellors to attend the Canadian Armed Forces Tour to the Royal Military College, Kingston, from Tuesday, 1985 03 26 to Friday, 1985 03 29, be approved at no cost to the Board.

Respectfully submitted,

A. J. Krever,
Director of Education

/sb

The Board of Education for the City of Hamilton

Curriculum and Special Services

Textbooks

Subject to Board Ratification

Composite

Secondary Schools

Prepared by:

William Oja
Textbook Department

Submitted by:

C. G. W. McKague
Superintendent of Curriculum and
Special Services

Approved by:

A. J. Krever
Director of Education

WO 3/85

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

- CURRICULUM AND SPECIAL SERVICES PANEL -

LEGEND OF CODES USED THROUGHOUT THIS REPORT

BASIS OF APPROVAL (APPROVAL CODES)

1 - MINISTRY'S CIRCULAR 14 APPROVAL OR MINISTERIAL "LETTER OF APPROVAL".

2 - PROVISION "2C" OF THE REGULATIONS

E.G.: ENGLISH LITERATURE/THEATRE ARTS
LITTÉRATURE FRANÇAISE
AUTHOR IN MODERN LANGUAGES
THE CLASSICS - LATIN, GREEK
CURRICULUM SUPPORT MATERIALS

3 - SUPPLEMENTARY MATERIALS

DRILL BOOKS, LAB-MANUALS, KITS, READERS, WORKBOOKS, AND OTHER TEXT-RELATED BOOKS/ MATERIALS

5 - NO TEXT IS CURRENTLY BEING LISTED IN CIRCULAR 14 OR THE ONES LISTED ARE NOT SUITABLE TO THE OBJECTIVES OF THE COURSE/ PROGRAM.

6 - TEXT/BOOK HAS BEEN APPROVED FOR SALE BY THE BOOKSTORE OF ONE OF OUR COMPOSITE SECONDARY SCHOOLS

8 - CLASS-SET (NODRIC) APPROVAL ONLY

9 - REFERENCE-BOOK APPROVAL ONLY

T - TEACHER'S EDITIONS, GUIDES, NOTES, RESOURCE BOOKS, INCLUDING TESTPAPERS, ETC.

RESTRICTION/INFORMATION CODES

BS	BOOKSTORE	BOOKS WILL BE SOLD BY OUR COMPOSITE SECONDARY SCHOOLS. E.G.: AUTHORIZED WORKBOOKS, GRADE XIII TEXTS, ETC.
IA	INTERIM APPROVAL	INTERIM APPROVAL BY THE MINISTRY OF EDUCATION ONLY
LQ	LIMITED QUANTITY	APPROVAL FOR THE PURCHASE OF A LIMITED QUANTITY ONLY
LT	LIMITED TIME	LIMITED TIME APPROVAL BY THE MINISTRY OF EDUCATION
MD	MODULE PROGRAM	APPROVED FOR A COMPOSITE SECONDARY SCHOOL'S MODULE PROGRAM
NT	NODRIC TEXTS	APPROVAL WAS GIVEN FOR CLASS-SET(S) ONLY
RE	REFERENCE BOOKS	APPROVAL WAS GIVEN FOR REFERENCE COPIES ONLY
SP	SPECIAL PROGRAM	TO BE USED ONLY WITHIN A SPECIAL PROGRAM OR APPLICATION

KT - KIT
PK - PACKAGE
ST - SET

BOARD RATIFICATION LIST

TEXT TITLE	PUBLISHER		ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
001 VISUAL ARTS						
HISTORY OF MODERN ART -PR-H-1977-	PRENTICE-HALL		32.50	8	NT	05728
STORY OF ART, THE -13TH EDITION- -PR-H-1978-	PRENTICE-HALL		19.00	6	IA	05678
STORY OF MODERN ART, THE -PR-H-1982-	PRENTICE-HALL		27.00	9	RE	05579
VARIETIES OF VISUAL EXPERIENCE -PR-H-	PRENTICE-HALL		26.00	9	RE	05041
002 BUSINESS STUDIES						
ACCOUNTING I -3RD ED'N- -TEXT- -COMPLETE- -PR-H-1982-	PRENTICE-HALL		24.00	1		01123
ACCOUNTING: BASIS F BUSINESS DECISIONS-3RD CNDN ED'N-	MCGRAW-HILL RYERSON	-02-	28.50	8	NT	03905
APPLIED ACCOUNTING -2ND ED'N- -CCP- 1982-	COPP CLARK PITMAN	-02-	17.00	1		15966
APPLIED ACCOUNTING -2ND ED'N- WORKPAPERS- -CCP- 1982-	COPP CLARK PITMAN	-02-	6.00	6	BS	84293
BUSINESS OF TYPING, THE -WILEY-1981	WILEY		18.00	1		07815
COMPUTER FUNDAMENTALS F AN INFORMATION AGE -ANAHEIM-	ANAHEIM PUBLISHING	-US-	24.00	8	NT	05587
COMPUTER LITERACY -MHR- 1982-	MCGRAW-HILL RYERSON	-02-	16.00	8	NT	05173
CORRELATED DICTATION TRANSCR'N: 3D F/STUDY GUIDE	GAGE	-02-	10.00	6	BS	05546
DATA PROCESSING SYSTEMS ANALYSIS DESIGN-3RD ED'N-PR-H-	PRENTICE-HALL		23.00	8	NT	05520
DATA PROCESSING WITH APPLICATIONS -2ND ED'N--RESTON-	PRENTICE-HALL		20.00	8	NT	05629
DICTA-TYPING: A SHORT COURSE -GAGE-1982-	GAGE	-02-	6.00	6	BS	06908
FORKNER SHORTHAND -2ND EDITION- -GAGE-1983-	GAGE	-02-	14.00	2		80002
FORKNER SHORTHAND -2ND ED'N- -STUDY GUIDE -GAGE-1983-	GAGE	-02-	8.00	3		80044
FUNDAMENTAL ACCOUNTING -4TH CNDN ED- -TEXT--IRWIN-	JEWILL BROS		30.00	6	BS	05785
FUNDAMENTAL ACCOUNTING -4TH CNDN ED-WORKBK--IRWIN-	JEWILL BROS		15.50	6	BS	05868
INTRODUCTION TO BASIC PROGRAMMING -ANAHEIM-	ANAHEIM PUBLISHING	-US-	20.00	8	NT	06643
MASTERING KEYBOARDING SKILLS -CCP- 1983-	COPP CLARK PITMAN	-02-	18.00	1		06403
PITMAN OFFICE HANDBOOK -CCP- 1982-	COPP CLARK PITMAN	-02-	8.50	1		09274
RETAIL MERCHANDISING, 9TH EDITION -S.W.-1982-	GAGE	-02-	22.50	8	NT	01222
TIME IT -CCP- 1983-	COPP CLARK PITMAN	-02-	9.00	8	NT	04564
TYPING ONE: KEYBOARDING & FORMATTING -MHR- 1983-	MCGRAW-HILL RYERSON	-02-	19.00	1		05686

TEXT TITLE		PUBLISHER		ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
		010 ENGLISH COMPOSITION					
IN YOUR OWN WORDS -2-	-HRW- 1982-	HOLT, RINEHART	-10-	12.00	1		59931
PROCESS OF WRITING	-A-W- 1983-	ADDISON-WESLEY		20.50	8	NT	05694
PROSE FOR DISCUSSION -REVISED-	-GAGE-	GAGE	-10-	17.00	6	BS	03954
WORD POWER MADE EASY	-COLES-	COLES		3.00	6	BS	05843
		011 ENGLISH LANG. DEVLPMT					
COMMUNICATION SKILLS -LEVEL -9- -STUDENT WORKBK-	HEATH	HEATH		4.00	3		05199
PRACTICAL ENGLISH HANDBOOK FOR CANADIANS	-NELSON-'84	NELSON		13.00	8	NT	04606
		012 ENGLISH: REMDL COURSE					
RESPONDING TO READING -C-	-A-W- 1983-	ADDISON-WESLEY		17.00	1		05611
SERIES CANADA: BURN OUT	-CMM- -1979	COLLIER-MACMILLAN		3.00	8	NT	05942
SERIES CANADA: NO WAY	-CMM- -1979	COLLIER-MACMILLAN		3.00	8	NT	05959
		013 ENGLISH THEATRE ARTS					
INTERPRETATION: WORKING WITH SCRIPTS	-APC- 1983-	ACADEMIC PRESS	-10-	13.00	1		05652
INTERPRETATIONS: WORKING WITH SCRIPTS	-APC- 1983-	ACADEMIC PRESS	-10-	13.00	8	NT	05702
REAL INSPECTOR HOUND, THE	-OXF-	OXFORD		3.00	2		07666
SPECIAL EFFECTS IN THE MOVIES	-BALLANTINE	RANDOM HOUSE		12.00	8	NT	01149
		015 ENGLISH LITERATURE					
DETECTIVE STORY, THE	-NATIONAL-	COPP CLARK PITMAN	-10-	18.50	2		07807
HANDBOOK TO LITERATURE, A -4TH ED'N-	-CCP-	COPP CLARK PITMAN	-10-	15.50	8	NT	07021
HOLD FAST	-CI-	CLARKE-IRWIN		6.00	2		58875
HOLOCAUST YEARS: SOCIETY ON TRIAL	-BANTAM-	BANTAM BOOKS		3.00	8	NT	07153
IN YOUR OWN WORDS -2-	-HRW- 1982-	HOLT, RINEHART	-10-	12.00	1		59931
OBASAN	-PENGUIN-	PENGUIN BOOKS		4.00	2		07799
POETRY IN FOCUS	-GLOBE-1982	GLOBE/MODERN		9.00	1		18135
PROSE FOR DISCUSSION -REVISED-	-GAGE-	GAGE	-10-	17.00	6	BS	03954
RESPONDING TO READING -C-	-A-W- 1983-	ADDISON-WESLEY		17.00	1		05611

BOARD RATIFICATION LIST

TEXT TITLE		PUBLISHER		ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
015 ENGLISH LITERATURE							
SETTLERS OF THE MARSH, THE	-NCL-	MCCLELLAND/STEWART	-10-	5.00	6	BS	08540
STORIES THAT LIVE	-DOMINIE-	DOMINIE PRESS		8.50	2		01156
THROUGH THE OPEN WINDOW	-OXFORD-	OXFORD		8.50	2		05157
020 GEOGRAPHY							
CANADA: LAND OF DIVERSITY	-PR-H-1983-	PRENTICE-HALL	-30-	17.00	1		05132
CHANGING WORLD, THE: SENSE OF PLACE -BK 3-	-OXFORD-	OXFORD		8.00	8	NT	08748
DEVELOPMENT IN THE THIRD WORLD	-OXFORD-	OXFORD		10.50	8	NT	07245
GEOGRAPHY SKILLMASTERS CANADA	-MHR- 1982-	MCGRAW-HILL RYERSON	-20-	40.00	9	RE	54841
PHYSICAL GEOGRAPHY IN DIAGRAMS -METRIC-	-APC-	ACADEMIC PRESS		10.00	8	NT	07203
WORLD PROSPECTS: A CONTEMPORARY STUDY -SOLUTIONS MANUAL		PRENTICE-HALL	-30-	18.00	6	BS	05439
030 HISTORY							
AMERICANS: NATIONAL EXPERIENCE,THE	-VINTAGE-	RANDOM HOUSE		11.50	8	NT	05462
AMERICANS: THE COLONIAL EXPERIENCE, THE	-VINTAGE-	RANDOM HOUSE		10.00	8	NT	05454
AMERICANS: THE DEMOCRATIC EXPERIENCE, THE	-VINTAGE-	RANDOM HOUSE		12.50	8	NT	04010
CANADA AND THE WORLD: AN ATLAS RESOURCE	-PR-H-	PRENTICE-HALL	-30-	17.00	9	RE	03483
CANADA: THE TWENTIETH CENTURY	-F/W- 1982-	FITZHENRY/WHITESIDE		16.00	1		29116
CANADA: WINDOWS ON THE WORLD	-PR-H-@ 10	PRENTICE-HALL	-30-	59.00 ST	8	NT	09266
CANADA'S ECONOMY, AN ACTIVITY APPROACH	-OISE-1981-	O.I.S.E.		12.00	1		77305
CANADIAN MACROECONOMICS: PROBLEMS & POLICIES	-PR-H-1983-	PRENTICE-HALL	-30-	12.50	8	NT	06528
CANADIAN MICROECONOMICS: PROBLEMS & POLICIES	-PR-H-1983-	PRENTICE-HALL	-30-	12.50	8	NT	06510
CANADIANS AT WORK: LABOUR, UNIONS AND INDUSTRY	-PR-H-	PRENTICE-HALL	-30-	63.50 ST	1		06692
CONFLICTING INTERPRETATIONS F GREAT ISSUES-VOL1&2	-MM-	GAGE	-30-	12.00	8	NT	03434
DICTIONARY OF CANADIAN ECONOMICS, A	-HURTIG-	HURTIG PUBLISHERS		9.00	8	NT	05181
DISCOVERING CANADA: SHAPING AN IDENTITY	-PR-H-1983-	PRENTICE-HALL	-30-	17.50	1		07724
ENDURING PAST, THE -3RD EDITION-	-MHR- 1982-	MCGRAW-HILL RYERSON	-30-	20.50	1		02345
GREAT ISSUES IN AMERICAN HISTORY (1864-1969)	-VINTAGE-	RANDOM HOUSE		2.50	8	NT	08292

BOARD RATIFICATION LIST

TEXT TITLE		PUBLISHER		ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
030 HISTORY							
GREAT ISSUES ON AMERICAN HISTORY (1765-1865)	-VINTAGE-	RANDOM HOUSE		8.50	8	NT	04036
HOW ARE WE GOVERNED IN THE 80'S?	-CI- -1982-	CLARKE-IRWIN		6.50	1		01180
INTRO/TO ECONOMICS: A CANADIAN ANALYSIS-2ND ED-	-ARCHER	MAURICE ARCHER ENTERPRISE		22.50	6	BS	06635
OUR WORLD THIS CENTURY	-OXF- 1983-	OXFORD		10.50	5		07187
POCKET HISTORY OF THE UNITED STATES	-PJ-	PAPERJACKS		4.00	8	NT	04143
RISE OF THE AMERICAN NATION, THE	-APC- -1982	ACADEMIC PRESS		21.00	6	BS	03970
UNDERSTANDING THE CANADIAN ECONOMY -7TH ED-	-CCP- 1983-	COPP CLARK PITMAN		11.50	1		06205
045 FAMILY STUDIES							
ALL PURPOSE COOKBOOK: JOY OF COOKING	-MM-	GAGE		23.00	8	NT	06288
FAMILIES IN CANADA TODAY	-GAGE-1983-	GAGE		15.00	8	NT	01255
FAMILY IN SOCIAL CONTEXT, THE -5TH ED'N-	-OXF- -1982	OXFORD		19.00	8	NT	06163
FAMILY MATTERS: CONCEPTS IN MARRIAGE/PERSNL RELATNSHIPS		COLLIER-MACMILLAN		24.00	8	NT	09522
HELP YOURSELF - CHOICES IN FOODS & NUTRITION	-GLENCOE	COLLIER-MACMILLAN		29.00	8	NT	05850
HISTORIC COSTUME -7TH EDITION-	-BENNETT-	COPP CLARK PITMAN	-45-	20.50	8	NT	06148
MARRIAGE AND PARENTHOOD	-AL&BC-1979	GLOBE/MODERN		18.00	9	RE	03913
PRACTICING PARENTING -SET OF 15-	-BUTTERICK-	BUTTERICK	-US-	75.00	9	RE	43190
050 LANGUAGES: CORE PROG							
C'EST LA VIE -3RD EDITION-	-HB-	ACADEMIC PRESS	-50-	12.50	8	NT	06676
DECOUVERTES (VOLUME 2)	-HEATH-1983	HEATH		13.00	8	NT	05876
FRENCH FOR ORAL/WRITTEN REVIEW -3RD EDITION-	-HRW-1982	HOLT, RINEHART		22.00	6	BS	05140
IMAGES DE PARIS	-AQUILA-	I- AQUILA		6.50	2		06122
MAX -FRENCH READER-	-CCP-	COPP CLARK PITMAN		9.00	2		05207
OGGI IN ITALIA: A 1ST COURSE IN ITALIAN-2ND ED'N-	NELSON	NELSON		36.00	1		04549
QUEBEC A LA UNE	-CCP- -1982	COPP CLARK PITMAN	-50-	9.00	8	NT	03749
VIVE LE FRANCAIS -2- -WORKBOOK-	-A-W-	ADDISON-WESLEY		4.00	3		05710

BOARD RATIFICATION LIST

TEXT TITLE	PUBLISHER	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
055 LANGUAGES: THE AUTHORS					
BIJOUX MAUDITS, LES -AQUILA-	1- AQUILA	5.50	2		03400
DAUPHINS DE MONSIEUR YU, LES -CEC-	1- CEC	7.00	6	BS	01701
ESPIONS DE STRASBOURG, LES -RES/CENTRE	RESOURCE CENTRE	3.00	2		08326
IMAGES DE MONTREAL -AQUILA-	1- AQUILA	3.50	2		09282
LIRE ABSOLUMENT, A -HB- -1983-	ACADEMIC PRESS -50-	6.50	8	NT	01685
MAX -FRENCH READER- -CCP-	COPP CLARK PITMAN	9.00	2		05207
MONTAGNE CREUSE, LA -CEC	1- CEC	7.00	8	NT	01727
065 MUSIC					
ENJOYMENT OF MUSIC, THE -LONG ED'N-VOLUME III--NORTON-	NORTON, NEW YORK	26.00	8	NT	03772
070 PHYSICAL & HEALTH EDUC					
PHYSICAL FITNESS: A WAY OF LIFE -3RD ED'N- -WILEY-	WILEY	16.00	9	RE	07468
PHYSIOLOGICAL BASIS OF PHYS ED AND ATHLETICS-SAUNDERS-	SAUNDERS (W.B.)	22.00	8	NT	07229
SPORTS IN AMERICA -FAWCETT-	RANDOM HOUSE	4.50	8	NT	08524
YOU AND YOUR HEALTH -3RD ED'N- -WILEY-	WILEY	22.00	8	NT	04176
080 SCIENCE					
ANIMALS WITHOUT BACKBONES -2ND ED'N- -UN OF CH-	JEWILL BROS	11.00	3		85696
BEGINNING BIOCHEMISTRY -ARCO-	PRENTICE-HALL -80-	5.00	9	RE	04457
BSCS BLUE VERSION -4TH ED'N- -HEATH-	HEATH -80-	26.00	9	RE	04325
CHEMISTRY/EXPERIMENTAL FOUNDATIONS -3RD ED- -PR-H- 1982	PRENTICE-HALL -80-	27.00	8	NT	03798
CHEMISTRY, MAN AND SOCIETY -SAUNDERS-	SAUNDERS (W.B.)	45.00	9	RE	07641
CONCEPTS OF ECOLOGY -PR-H-	PRENTICE-HALL -80-	19.00	9	RE	04499
DICTIONARY OF BIOLOGY -BARN/NBL-	BARNES & NOBLE	9.50	9	RE	06585
DISCOVERING BIOLOGICAL SCIENCE -PR-H-1983-	PRENTICE-HALL -80-	20.50	1		17319
MODERN PHYSICS -HRW- 1984-	HOLT RINEHART N WINSTON	34.00	8	NT	03814
PHYSICAL SCIENCE: THE KEY IDEAS -PR-H-1984-	PRENTICE-HALL -80-	23.00	1	IA	08284
PHYSICS: PRINCIPLES WITH APPLICATIONS -PR-H-1980-	PRENTICE-HALL -80-	30.00	9	RE	07708

BOARD RATIFICATION LIST

TEXT TITLE		PUBLISHER		ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
		080 SCIENCE					
SCIENCE TO SIXTEEN	-OXFORD-	OXFORD		10.50	8	NT	82222
UNDERSTANDING EVOLUTION	-BROWN-	BROWN (WILLIAM C.)	-US-	10.00	9	RE	06619
		090 TECHNICAL SUBJECTS					
ARCHITECT/DRAFTING & DESIGN -4TH ED'N-TEXT-	-MHR- 1983-	MCGRAW-HILL RYERSON	-90-	32.00	8	NT	27375
COMPUTER TECHNOLOGY	-MHR- 1984-	MCGRAW-HILL RYERSON	-90-	16.00	5		08169
ELECTRONICS: A PRACTICAL INTRODUCTION	-WILEY-1983	WILEY		17.50	1		08235
ENGINEERING DESIGN GRAPHICS -4TH EDITION-	-A-W- 1983-	ADDISON-WESLEY		40.00	6	BS	03780
LOGIC & MEMORY EXPERIMENTS USING TTL INT. CIRCUITS		MERLAN SCIENTIFIC		17.00	5		06189
		102 FX: COMMERCE					
MONDE DES AFFAIRES: UN PROFIL CANADIEN, LE	-WILEY-1982	WILEY		16.00	1		04150
REGARDS SUR LE CONSOMMATEUR	-GAGE-1983-	GAGE	-02-	13.50	1		08516
REGARDS SUR LE MARCHE	-GAGE-1983-	GAGE	-02-	13.50	5		05884
		105 FX: FRANCAIS-COMP					
VIVRE LE FRANCAIS PAR COEUR (L'ORAL A L'ECRIT 3)	-GUERIN	1- GUERIN		14.50	1		06734
VIVRE LE FRANCAIS PAR COEUR (L'ORAL A L'ECRIT 4)	-GUERIN	1- GUERIN		14.50	1		06759
		109 FX: FRANCAIS-LIT					
FLAMBEAU SACRE, LE	-PR/PAROLE-	1- PRISE DE PAROLE		11.00	5		06429
GENS D'ICI	-PR/PAROLE-	1- PRISE DE PAROLE		8.00	5		06445
NANA BIJOU - LE GEANT ENDORMI	-PR/PAROLE-	1- PRISE DE PAROLE		7.00	5		06437
PAROLE ET LA LOI, LA	-PR/PAROLE-	1- PRISE DE PAROLE		7.00	5		06460
		115 FX: ANGLAIS-LIT					
FLAMBEAU SACRE, LE	-PR/PAROLE-	1- PRISE DE PAROLE		11.00	5		06429
GENS D'ICI	-PR/PAROLE-	1- PRISE DE PAROLE		8.00	5		06445
NANA BIJOU - LE GEANT ENDORMI	-PR/PAROLE-	1- PRISE DE PAROLE		7.00	5		06437
PAROLE ET LA LOI, LA	-PR/PAROLE-	1- PRISE DE PAROLE		7.00	5		06460
PROSE FOR DISCUSSION -REVISED-	-GAGE-	GAGE	-10-	17.00	6	BS	03954

TEXT TITLE		PUBLISHER	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
130 FX: HISTOIRE						
HISTOIRE GENERALE: DES ORIGINES AU XIIIE SIECLE-3E ED-		1- EDITIONS PEDAGOGIA	7.50	1	IA	06569
145 FX: SC. FAMILIALES						
FAMILLE, LA	-VIVANTES-	1- ETUDES VIVANTES	18.00	5		50146
160 FX: MATHEMATIQUE						
ELEMENTS DE MATHEMATIQUES MODERNES: ALGEBRE	-GAGE-1980-	GAGE -60-	19.00	1		07443
MATHEMATIQUES ESSENTIELLES	-EDICOMPO-	1- EDI COMPO	15.50	1		05538
170 FX: PHYSIQUE/HYGIENE						
CONDITION PHYSIQUE ET LE BIEN ETRE, LA	-PELICAN-	1- EDITIONS DU PELICAN	10.50	2		80564
CONDITIONNEMENT PHYSIQUE, LE	-L'HOMME-	1- CHAMPLAIN	8.00	5		06890
MOUVEMENT, EN	-PELICAN-	1- EDITIONS DU PELICAN	5.00	5		05736
180 FX: SCIENCES						
BIOLOGIE MODERNE	-HRW- 1982-	1- HRW-LTEE	21.50	1		06882
BIOLOGY: THE STUDY OF LIFE	-MERLAN-	MERLAN SCIENTIFIC	27.00	6	IA	06718
190 FX: TECHNIQUES						
PRINCIPES FONDAMENTAUX DE LA MECANIQUE AUTOMOBILE	-MHR-	MCGRAW-HILL RYERSON -50-	22.00	5		07989

REPORT OF THE

SPECIAL MEETING OF THE

FRENCH LANGUAGE ADVISORY COMMITTEE

Present: Mr. H. Paquin (Chairman);
Trustees Varrasso and Mulholland; Mesdames Barker and Garon;
Miss Lapointe; Messrs. Lord and Desmarais.

Also
Present: Trustees Clarke, Di Ianni, Kennedy and Rogers; Mr. R. Lavoie.

Officials
Present: Mr. A. J. Krever (Director of Education),
Mr. J. Penner (Deputy Business Administrator),
Mr. R. Kennedy (Area Superintendent),

The Committee recommends:

PART I

1. That the French Language Advisory Committee recommends that the lease agreement between the Hamilton Board of Education and the Hamilton-Wentworth Roman Catholic Separate School Board with respect to the Southmount building reflect the intent of the following clauses (a), (b), (c), (d) and (e):

   (a) That Vanier continue time-tabling for their students and the school on a first priority basis.

   (b) That Vanier continue to avail itself of the possibility of putting up signs (or indications) in the French language in the shared areas; e.g., gym, auditorium, cafeteria and hallways.

   (c) That each Board be responsible for providing the necessary supplies and equipment for their respective programs.

   (d) That no other areas on the first floor, except for gymnasia, cafeteria and the auditorium be shared on a permanent basis unless the French Language Advisory Committee has had an opportunity to study the implications.

   (e) That Vanier have the exclusive right over the P.A. system on the first floor and their classes used on the second floor.

2. That the recommendation of the French Language Advisory Committee to locate the administrative offices for the other school board at the Southmount building on the second floor be an item of discussion with representatives of the Hamilton-Wentworth Roman Catholic Separate School Board and the Hamilton Board of Education.

Respectfully submitted,

Mr. H. Paquin,
Chairman.

Committee Room,
1985 03 27.

CA4 ON HBL W26
A32
1985
HAMILTON PUBLIC LIBRARY
APR 27 1985
GOVERNMENT DOCUMENTS

AGENDA

EDUCATION MANAGEMENT COMMITTEE

1985 04 30

Confirmation of the minutes of the last regular meeting.

GENERAL

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Letter from the Elgin County Board of Education re: "Life-style advertising of tobacco and the effect it may have on young people".
3. Recommendation re: effective date of resignation for teachers retiring on Superannuation.
4. Report of the Special Education Advisory Committee.

PART II

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Presentation from Hamilton & District Council of Women re: Moral Values Education Programs.
3. Presentation from H. Timmermans re: Moral Values Education Programs.
4. Report from the Officials re: re-organization - Curriculum & Special Services.

PART I

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Report from the Officials re: Project L.E.A.D.
3. Report of the special meeting of the French Language Advisory Committee.

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1985 04 30

To the Chairman and Members,
Education Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

Superintendent of Curriculum and Special Services

(a) That one Physical and Health Education Consultant attend the "International Symposium on Adapted Physical Activity to be held at Toronto, Tuesday, 1985 10 01 to Friday, 1985 10 04, and that $140 be paid towards registration and expenses.

(b) That the Supervisor of Science be permitted to participate in a Science Teachers' Association of Ontario Futures Seminar, "Vision 2003", to be held at Orangeville, Sunday, 1985 08 18 to Tuesday, 1985 08 20, at no cost to the Board.

(c) That the Science Supervisor and Consultant attend the "Science Co-ordinators' and Consultants' Conference" to be held at Ottawa, Wednesday, 1985 05 15 to Friday, 1985 05 17, and that $275 each be paid towards registration and expenses.

Superintendent of Operations

(a) That, in conjunction with the Board's leadership development program, the following academic personnel be transferred for a one-year period, commencing 1985 09 01, to the following positions:

i. Vice-principal - Secondary Composite School

Ms. Gail Rappolt
Messrs. Richard Binns, Murray Quinn

ii. Classroom teacher

Mr. Michael Silbert

iii. Vice-Principal - Elementary School

Mr. Frank Kelly

Associate Superintendent of Curriculum and Special Services

(a) That the action of the Associate Superintendent of Curriculum and Special Services in permitting one staff member of the Adjustment Services Department to attend the Career Symposium 1985 held in Hamilton on Tuesday, 1985 04 23, be approved and that the registration fee of $35 be paid.

(b) That one staff member of the Outdoor Education Department attend the U.N.E.S.C.O. Canada's Man and the Biosphere Environmental Information and Training Network Conference to be held at Shelburne, Ontario, from Monday, 1985 06 03 to Friday, 1985 06 07, and that $150 be paid towards the cost of registration and expenses.

(c) That up to six staff members of the Adjustment Services Department attend the Ontario Association for Counselling and Attendance Services to be held at Hamilton on Thursday, 1985 06 13, and that the registration fee of $40 each be paid.

(d) That the Supervisor of Media Services attend the Annual Conferences of the Canadian Library Association and the Association for Media and Technology in Education in Canada to be held at Calgary, Alberta, from Friday, 1985 06 14 to Wednesday, 1985 06 19, and that her expenses be paid according to policy.

Respectfully submitted,

A. J. Krever,
Director of Education.

-as

ELGIN COUNTY BOARD OF EDUCATION
400 Sunset Drive, St. Thomas, Ontario N5R 3C8 (519) 633-2700

April 10, 1985

RECEIVED
AT B. OF E.
APR 16 1985
ANS'D

The Chairman
The Hamilton Board of Eduction
100 Main Street West
Hamilton, Ontario
L8N 3L1

Dear Sir/Madam:

The Elgin County Board of Education, at its February 5 meeting, considered the matter of 'life-style' advertising of tobacco and the effect it may have on young people.

The Board at the foregoing meeting, approved of the following resolution:

> "Resolved that The Elgin County Board of Education petition the appropriate Provincial and Federal Ministries requesting that 'life-style' advertising of tobacco be eliminated."

Your Board's support of this resolution would be appreciated.

Yours truly,

J. A. Harvey
Vice-Chairman

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1985 04 30.

To The Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario,

Ladies and Gentlemen:

The Teachers' Superannuation Act, 1983, requires a person who is qualified, for the purposes of this Act, to contribute on behalf of employment with a board or designated employer. This means that persons with Ontario Teaching Certificates now contribute on behalf of night and summer school teaching, as well as work as part-time administrator, part-time custodian, etc...

The Teachers' Superannuation Act requires the Commission to start a pension as of the first day of the month next following the month in which the person entitled to the pension, ceases to be employed in education.

Thus, the only way a teacher or an administrator can receive pension benefits in July and August is to resign effective 30 June. In the case of a teacher it means the teacher will have to obtain a release by mutual consent. The Commission will be using information received from the employer as proof of date of cessation of employment and this matter is being brought to your attention to enable you to take the necessary steps.

Therefore, due to a change in the Teachers' Superannuation Act, 1983, the following is required:

That for purposes of retirement, the effective date of resignation for teachers retiring on Superannuation be changed to read June 30th. For retiring teachers who are employed in our summer school programmes, the effective date of resignation continue to be August 31st.

Respectfully submitted,

R. S. Cartmell,

Secretary-Treasurer and
Business Administrator.

REPORT OF THE

SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Mrs. M. Baskin (Chairman);
Trustee Frosina; Mesdames Bishop, Christianson, Masters and Tilbury;
Mr. Desmarais; Drs. Brennan, Jacobs, and Newberry.

Also Present: Suzanne Clancy, Mohawk College
Ray Dingledine, Hamilton & District Association for the Mentally Retarded
Ted Lowrey, Principal, Ainslie Wood Secondary School
Susan O'Brien, Academic Assistant, Ainslie Wood Secondary School
Bettie Eldgridge, Consultant, Media Services.

Officials Present: Mr. P. Beveridge (Associate Superintendent of Curriculum & Special Services),
Mr. D. Rothwell (Area Superintendent),
Mrs. E. Pease (Administrative Assistant to the Director),
Mr. D. H. Kelterborn (Administration Officer, Business Services).

The Committee recommends:

GENERAL

(a) That the Third Annual Review of the Development of Comprehensive Special Education Programs and Services be approved.

(b) That the report of the Consolidation of Comprehensive Special Education Programs and Services, Board of Education for the City of Hamilton, as of 1985 09 01, be approved.

Respectfully submitted,

Mrs. M. Baskin,
Chairman.

1985 04 24.

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1985 04 25.

To The Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

PART II

I have the honour to present the following recommendations for your approval:

(a) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Mrs. Lynda Burgess, 1985 03 25 to 1985 06 28

Mrs. Margaret Fleet, 1985 04 01 to 1985 04 30 (.5)

Mrs. Barbara Johnson, 1985 02 18 to 1985 04 05 (full time)
1985 04 08 to 1985 04 30 (.5)

Mrs. Catherine Lemmond 1985 05 01 to 1985 06 28 (.5)

Mrs. Barbara McGill, 1985 04 09 to 1985 05 10

Mrs. Kim Saunders, 1985 03 06 to 1985 04 26

(b) That the appointments of the following teachers to the Occasional Staff, approved at previous meetings, be changed to become effective as shown:

Mrs. Roma Buwalda, 1985 03 01 to 1985 06 28

Miss Elizabeth Carey, 1985 01 14 to 1985 04 30

Mrs. Adele Rayment, 1984 10 11 to 1985 06 28

Mrs. Judith Sutton, 1985 01 07 to 1985 06 28

(c) That Miss Carole Beaulieu be appointed to the Probationary Staff, effective 1985 09 01, with salary according to schedule.

(d) That Ms. Janis Colohan be returned from Leave of Absence (.5) and assigned teaching duties, effective 1985 02 25.

(e) That the requests of the following teachers for Personal Leaves of Absence, effective as shown, be granted:

Mrs. Elizabeth Poad, 1985 09 01 to 1986 08 31

Mrs. Arlene Sargeant, 1985 09 01 to 1986 08 31

(f) That the requests of the following teachers for extension of their Leave of Absence, effective as shown, be granted:

Ms. Janet Bard, 1985 05 06 to 1985 08 31

Mr. Max Mitchell, 1985 09 01 to 1986 08 31

Mrs. Cathy Webster, 1985 09 01 to 1986 08 31

(g) That the request of Mrs. Cheryl A. Banfield for an extension of her Leave of Absence, approved at the April Meeting be rescinded.

(h) That the request of Mr. Norval Redpath for a Disability Leave, effective 1984 12 07, be granted.

(i) That the resignations of the following teachers, who are are retiring on superannuation, effective 1985 06 30, be accepted with regret, and they be considered for gratuity in accordance with the Board's plan.

Mrs. Margot Fraser

Mrs. Beaulah Marskell

Mrs. Margaret Mattys

Mr. Douglas Mikel

Miss Aiko Okura

(j) That the resignation of Mrs. Anna Wilson, who is retiring on superannuation, effective 1985 06 30, be accepted with regret.

(k) That the resignation of Mr. Clarence Reid, Principal, who is retiring on superannuation, effective 1985 06 30, be accepted with regret, and that he be considered for gratuity in accordance with the Board's plan.

(l) That the resignations of the following teachers, effective 1985 08 31, be accepted with regret:

Mrs. Carolyn Gordon

Mrs. Diana V. Hill

Mrs. Karen Napper

(m) That the following trips be approved:

(i) Adelaide Hoodless, Grades 7, 8, Outdoor Education, Camp Wanakita, 1985 06 09-12 (Sunday to Wednesday)

(ii) Bennetto, Grade 7, History, Midland, Ontario, 1985 06 14

(iii) Centennial School, Grades 4, 5, Special Education, Outdoor Education, Valens Conservation Area, 1985 05 29-31 (Wednesday to Friday)

(iv) Holbrook, Grades 3, 4, Story Book Gardens, London, Ontario, 1985 06 21

(v) Prince of Wales, Grades 7, 8, Outdoor Education, Camp Wanakita, 1985 06 09-12 (Sunday to Wednesday)

(vi) Ryerson, Grade 8, Music/Drama, Artpark, Lewiston, New York, 1985 06 13

(vii) Ryerson, French Immersion Grade 8, St. Donat, Quebec, 1986 02 02-05 (Sunday to Wednesday)

(viii) Vincent Massey, T.R. Senior, Valens Conservation Area, 1985 06 03-04 (Monday to Tuesday)

(ix) Vincent Massey, T.R. Senior, Valens Conservation Area, 1985 06 06-07 (Thursday to Friday)

(x) Lawfield, Grade 7, History, Ste. Marie - Midland, Ontario, 1985 05 22

Superintendent of Curriculum and Special Services:

(a) That one principal attend the "Annual Principals' Conference" to be held at St. John, New Brunswick, Wednesday, 1985 05 08 to Friday, 1985 05 10, and that expenses be paid according to policy.(Staff Development)

(b) That two principals attend the "Keys to Teaching Conference" to be held at Toronto, Friday, 1985 05 31, and that the registration fee of $65.00 each be paid.

(c) That the action of the Superintendent of Curriculum and Special Services in permitting two principals to attend the "Conference on Teacher Education" to be held at Toronto, Sunday, 1985 04 28 to Tuesday, 1985 04 30, and that $150.00 each be paid towards registration and expenses, be approved.

(d) That one principal attend the "National School Public Relations Seminar" to be held at Vail, Colorado, Monday, 1985 07 08 to Thursday, 1985 07 11, and that registration and transportation costs be paid.

(e) That two teachers attend the "O.P.S.T.F. Leadership Course" to be held at the University of Western Ontario, Saturday, 1985 08 17 to Friday, 1985 08 23, and that $225.00 each be paid towards registration. (Staff Development)

(f) That permission be granted to the Continuing Education Department to apply for a grant from Experience '85, Ontario Ministry of Education, in the amount of $4,492.80 to employ six students for 29 days to assist in the "See and Be Summer Reading Program" (Community Schools), Robert Land and Parkdale Schools. The cost to the Board will be $220.73.

Associate Superintendent of Curriculum and Special Services

(a) That four teachers attend the Professional Development Conference, sponsored by the College of Education, Brock University, on Friday, 1985 05 03, and that the registration fee of $30 each be paid.

(b) That one principal and one teacher attend the Functional Activities for the Mentally Handicapped to be held in Welland on Thursday, 1985 06 06, and that each receive $45 towards the cost of registration and expenses.

1985 04 30

To The Chairman and Members,
The Education Management Committee,
The Board of Education for the City of Hamilton,

Ladies and Gentlemen:

RE: REORGANIZATION - CURRICULUM AND SPECIAL SERVICES

- PHASE TWO -

Background:

One year ago, we presented a proposal to the Board which outlined a first phase of reallocation of support personnel to address changing needs and priorities of the system.

At that time, in order to address the critical need of service to junior division teachers and to the English Department, some consultative help was withdrawn from Values Education, Music and the Primary Department (Early Identification). Obviously the latter 3 departments were required to arrange in clear priority the essentials of their service and to reassign tasks where appropriate.

The Junior Division staff assistant and consultant whose services were gained in the reallocation, have made great strides, under the supervision of the Supervisor of Primary-Junior Education. Major accomplishments to date include:

- In-service Workshops for teachers new to the Junior Division,
- "So What's New?" Workshop Series (after 4:00 In-service for Junior Division teachers - Science, Social Studies, English),
- Visits to all schools to explain the role and goals of the new Junior Department, and to consult with junior division teachers,
- Development of a Junior Division handbook to be completed in draft form by September, 1985.

The English Department, because of the addition of one half-time consultant, has been able to provide some much-needed support to teachers in the intermediate and junior divisions. It is our considered opinion that the English Department is still understaffed.

Rationale:

Having carefully reviewed priorities the following areas are identified for either immediate attention or assistance in the near future:

Junior Division:

As we now move from the planning (design) to the implementation stage of several important programme and organizational changes, more direct service for teachers at the school level is imperative.

Languages:

With the expansion of the immersion programme and the introduction of core French at Grade Four, the need for more direct service and programme development becomes very evident.

English:

In the elementary school, particularly, language instruction forms a major segment of the school day; 3 1/2 staff in the English Department at present can address only the most critical priorities.

Curriculum Renewal: O.S.I.S.:

As new guidelines are released over the next 1-5 years, pressures for development and implementation will mount within several departments. The visual arts, O.A.C. English, computer studies and technological studies-A guidelines have been issued this year. Business education, history, mathematics, science, family studies draft guidelines are out now for validation and final documents will be issued within a year. The new mathematics guideline, for instance, calls for the complete development or at least renewal of 23 courses. This is not atypical of the scope of work required when any new guideline is issued.

From What Areas Can Reallocation Occur?

We have endeavoured to reallocate rather than add support personnel over the past few years; this practice becomes increasingly difficult as we endeavour to develop and implement quality programmes at a time of increasing demands from the public as well as the Ministry.

For the 1985-86 academic year we believe some reallocation from the Health and Physical Education and Science Departments can occur.

In Health and Physical Education, the itinerant physical education programme is providing programme support for primary-junior teachers; there is a critical need however, for health curriculum revision.

In science, we believe we can manage with half-time support for 1 year pending the impact of the new guideline.

Future Directions:

We are studying the feasibility of secondment of some teachers for special curricular assignments on a relatively short-term basis.

As the requirements of Bill 82 are addressed, reallocation from various departments across the entire Curriculum and Special Services Panel will be carefully considered so as to keep our services as flexible and as responsive to changing needs as possible.

While we will continue to reallocate personnel where it is possible, service needs continue to build; all indicators show that additional support personnel in coming years will be necessary and must be planned for now.

Recommendations:

1. **That effective September 1, 1985, one additional Junior Division consultant be appointed, with salary according to schedule, (see job description attached).**

2. **That effective June 30, 1985, each of the following departments be reduced by one consultant:**

   - **Health and Physical Education**
   - **Science**

3. **That effective September 1, 1985, for a period of two years, with a one-year renewal option, a half-time consultant be appointed for renewal of of the health programme.**
4. **That effective September 1, 1985, a half-time consultant be appointed for science curriculum renewal as a result of O.S.:I.S. The appointment to be reviewed during the 1985-86 year with a view to augmenting it to full time if the new science guidelines work load warrants.**

Prepared and Submitted by: C. G. W. McKague, Superintendent of Curriculum and Special Services

Approved by: A. Krever, Director of Education

/sb

JOB DESCRIPTION

JUNIOR CONSULTANT

The function of a Junior Consultant is to support and improve the quality of Education in the Junior Division. Responsible through the Staff Assistant, Junior Education to the Supervisor of Primary-Junior Education, the Junior Consultant will work with staff, grades four to six.

Major Responsibilities

1. In-Service Education - helping teachers and principals to become aware of current developments in Junior Education and to evaluate and effectively use these developments.

2. Working with individual teachers in their classrooms - helping teachers successfully incorporate current methods into their classroom programmes.

3. Working with individual pupils - helping teachers to identify individual needs, and to prescribe and implement programmes to meet those needs.

4. Curriculum development - working with committees of teachers, principals, and supervisors to revise present outlines, or initiate new outlines, in accordance with the Ministry of Education guidelines.

5. Community involvement and public relations - interpreting the programmes and practices in Junior Education to parents and other members of the community through workshops, conferences, and presentations.

6. Selection of materials - evaluating commercial materials to provide information to teachers and principals to assist them in ordering items for their classrooms.

7. Participation in professional organizations - giving support and guidance to organizations designed to benefit the education of students in the Junior Division and attending sessions to further consultants' professional development.

8. Additional responsibilities as deemed necessary by the Staff Assistant and the Supervisor of Primary-Junior Education.

JOB DESCRIPTION

HEALTH EDUCATION CONSULTANT (.5)

The responsibility of the Health Education Consultant is to assist the Supervisor in the development and implementation of the program and the improvement of the quality of instruction in Health Education.

SPECIFIC DUTIES INCLUDE:

1. Assisting teachers, through co-planning, with the implementation of Health Education according to the philosophies of the Junior Division and Middle School.

2. Assisting with the organization and delivery of inservice training and professional development for staff and administration.

3. Evaluating teaching materials related to the discipline.

4. Providing orientation for all new teachers or teachers new to the subject.

5. Providing liaison with community agencies, other Boards of Education and provincial associations which are directly related to the enhancement of Health Education.

6. Providing leadership in the development, implementation, revision of curriculum and other resource materials.

7. Coordination of a health resource library within the Education Centre.

8. Establishing a list of appropriate community resource speakers.

9. Attending all department and subject-related meetings.

10. Other duties as determined in cooperation with the Supervisor.

JOB DESCRIPTION

SCIENCE CONSULTANT

The Science Consultant is responsible to the Science Supervisor. The duties of the Science Consultant focus upon the development, implementation and review of science programs as outlined in Ontario Schools:Intermediate and Senior (O.S.:I.S.). This will involve the following specific duties:

1. **Curriculum Development**

   - To develop curriculum change plans and schedules.
   - To identify critical learnings to be developed through design committee(s).
   - To in-service, supervise and co-ordinate the activities of writing teams.
   - To monitor pilot testing, field testing and curriculum revision processes.

2. **Curriculum Implementation**

   - To co-ordinate the implementation of newly-developed science curriculum packages.
   - To assist in the establishment and in-service of science implementation teams.
   - To co-ordinate the activities of implementation teams.

3. **Staff Development**

   - To help teachers pursue professional development activities.
   - To assess and promote current trends in science education.
   - To participate in professional associations for personal as well as professional development.
   - To conduct in-service sessions for teachers involving disciplinary and inter-disciplinary concerns.

4. **Additional Responsibilities**

   - To assist with liaison with community organizations, tertiary level institutions and other boards of education.
   - To assist in the selection of appropriate laboratory and textual resources.
   - To conduct additional responsibilities as deemed necessary by the Science Supervisor.

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1985 04 25.

To The Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

PART I

I have the honour to present the following recommendations for your approval:

(a) That Mr. Lee Swan, Vice-Principal, be appointed to the position of Acting Principal of a Secondary School, effective 1985 09 01, with salary according to schedule.

(b) That Mr. William Fitzpatrick be appointed to the Permanent Staff, effective 1985 04 18, with salary according to schedule.

(c) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Miss Wanda Bielak, 1985 03 20 to further notice

Mrs. Mary Hudon, 1985 02 05 to 1985 04 15

Mr. Frank McCarty, 1985 02 26 to further notice

Mrs. Jennifer McLean, 1985 02 26 to further notice

Mrs. Keitha Seneco, 1985 03 18 to 1985 04 19

Miss Maureen Whaley, 1985 02 01 to 1985 04 12

(d) That Mr. Lee Aurini be confirmed in his position of Composite Secondary School Vice-Principal, effective 1985 04 13.

(e) That Mrs. Susan McBurney-Fowler be returned from Leave of Absence and assigned teaching duties, effective 1985 05 06.

(f) That the request of the Ministry of Education to extend the secondment of Mr. David Didur for a third term (the 1985-86 school year), be granted.

(g) That the request of the Ministry of Education for the secondment of Mr. Rosaire Lavoie, Principal of Ecole Secondaire Georges P. Vanier, for the 1985-86 school year be accepted, provided that a suitable replacement can be made.

(h) That the request of Ms. Susan Muma for a Maternal Leave of Absence, effective 1985 09 01 to 1985 12 30, be granted in accordance with conditions governing Maternal Leave and that this Leave be followed by a Leave of Absence for Personal Reasons until 1986 01 31.

(i) That the Maternal Leave of Absence granted to Mrs. Janice McVittie at the March Meeting be changed to become effective 1985 04 16 to 1985 08 10.

(j) That the requests of the following teachers for Personal Leaves of Absence, effective as shown, be granted:

Mrs. Patricia Carruth, 1985 09 01 to 1986 08 31

Mrs. Mary Lloyd, 1985 09 01 to 1986 08 31

(k) That the request of Mrs. Helen Dick for an extension of her Leave of Absence, effective 1985 09 01 until 1986 08 31, be granted.

(l) That the request of Mrs. Margaret Webster for a Disability Leave, effective 1985 03 22, be granted.

(m) That Mr. F. Vernon Stanton be granted a Leave of Absence, without pay, in order to attend the "40 Years Food and Freedom" celebrations to be held in Holland, effective 1985 04 23 to 1985 05 03.

(n) That Mr. William Manson be granted a Leave of Absence, with pay, in order to adjudicate at the OCDF Regional Drama Festivals, up to 6 days during March and April 1986.

(o) That the resignations of the following teachers, who are retiring on superannuation, effective 1985 06 30, be accepted with regret, and that they be considered for gratuity in accordance with the Board's plan:

Mr. John Borthwick

Mr. David Bryane

Mr. W. Patrick Farley

Mr. Benjamin Gowing

Mrs. Jean Jones

Mrs. E. Kathleen Lawrence

Miss Joan Rapsavage

Mrs. Cynthia Taylor

Mrs. Laura West-Dodson

(p) That the resignation of Mr. Gordon E. Walls, Principal, who is retiring on superannuation, effective 1985 06 30, be accepted with regret, and that he be considered for gratuity in accordance with the Board's plan.

(q) That the resignation of Mrs. Sandra Bowman, effective 1985 08 31, be accepted with regret.

(r) That permission be granted for the Hamilton All Stars Jazz Band, conducted by Russ Weil and the Westdale Stage Band, conducted by Bill Rogers-Holinaty, to attend the National Finals of the Canadian Stage Band Festival, to be held in Quebec City, Quebec, 1985 05 14-17 (Tuesday to Friday).

(s) That five Hamilton high school students be permitted to compete in the provincial finals of the Ontario High School German Contest, to be held at Queen's University in Kingston, Ontario, from 1985 05 03 to 1985 05 05 (Friday to Sunday)

(t) That the following trips be approved:

(i) Barton Secondary School, Grades 11, 12, 13, Drama, North Bay, Ontario, 1985 05 09-11 (Thursday to Saturday)

(ii) Delta Secondary School, Grades 11-12, Outdoor Education, Killarney Provincial Park, 1985 05 30/1985 06 01

(iii) Sir Winston Churchill Secondary School, Grades 9, 10, Outdoor Education, Bark Lake Leadership Camp, 1985 05 10-13 (Friday to Monday)

(iv) Sir Winston Churchill Secondary School, Grades 9-12, Drama, Kingston, Ontario, 1985 05 14-16 (Tuesday to Thursday)

(v) Sir Winston Churchill Secondary School, Grades 9, 11, Geography, Sudbury, Ontario, 1985 05 30-31 (Thursday to Friday)

(vi) Sir Winston Churchill Secondary School, Grades 11, 12, 13, Outdoor Education, Algonquin Park, Ontario, 1985 05 30-06 02 (Thursday to Sunday)

(vii) Sir Winston Churchill Secondary School, Grades 11, 12, 13, Outdoor Education, Algonquin Park, Ontario, 1985 09 25-27 (Wednesday to Friday)

(viii) Westmount Secondary School, Grades 11, 12, Outdoor Education, Algonquin Park, Ontario, 1985 05 09-12 (Thursday to Sunday)

Superintendent of Curriculum and Special Services

(a) That two secondary school teachers of Family Studies attend the "Family Studies Update" to be held at Toronto, Friday, 1985 05 24 and that $50.00 each be paid towards registration and expenses.

(b) That up to twelve secondary school teachers of Science attend the "American Association of Physics Teachers' Conference" to be held at McMaster University, Friday, 1985 06 21 and Saturday, 1985 06 22, and that $70.00 each be paid towards registration and expenses.

(c) That the Board of Education for the City of Hamilton co-operate with 7 other central region boards of education in taking advantage of French-language Consultative services provided by the Ministry of Education. It is understood that the board's share will approximate $300.00 per month.

(d) That permission be granted to the Continuing Education Department to apply for a grant from Experience '85, Ontario Ministry of Education, in the amount of $9,734.40 to employ 15 students for 38 days as Summer School Monitors in English and Mathematics. The cost to the Board will be $478.25.

(e) That six Business Education Department Heads attend the "Association of Business Education Directors, Niagara Area Conference" to be held at Jordan, Ontario, Friday, 1985 05 24, and that $50.00 each be paid towards registration and expenses.

(f) That two alternative education teachers attend the "Exploring Educational Frontiers Conference", as presenters, to be held at Toronto, Wednesday, 1985 05 08 to Friday, 1985 05 10 and that $80.00 each be paid towards registration and expenses.

(g) That $660.00 (Canadian) be allocated so that three alternative education teachers and four students can attend the "National Alternative Schools Conference" to be held at Pennsylvania, Friday, 1985 06 28 to Sunday, 1985 06 30.

(h) That one secondary school (composite) teacher attend the "O.C.D.F. Final Showcase (Provincial)" to be held at North Bay, Thursday, 1985 05 09 to Saturday, 1985 05 11, at no cost to the Board.

Associate Superintendent of Curriculum and Special Services

(a) That one teacher attend the Professional Development Conference, sponsored by the College of Education, Brock University, on Friday, 1985 05 03, and that the registration fee of $30 be paid.

Respectfully submitted,

A. J. Krever,
Director of Education.

1985 04 30

To The Chairman and Members,
The Education Management Committee,
The Board of Education for the City
of Hamilton.

Ladies and Gentlemen:

RE: Project L.E.A.D.

(Leadership, Experience And Development)

This project, sponsored by the Junior League of Hamilton-Burlington and initiated at Scott Park and Prince of Wales Schools in conjunction with the Family Studies department, has been a most worthwhile venture.

The purpose of the programme and the Hamilton experience are outlined in the two appendices attached.

The Junior League of Hamilton-Burlington has indicated an interest in funding an expansion of the programme. We have teachers interested in volunteering to become involved.

Recommendation:

That subject to confirmation of support from the Junior League of Hamilton-Burlington, Project L.E.A.D. be extended to a second group of secondary school students for the 1985-86 academic year. The cost to the Board will not exceed 3 supply teacher days per project.

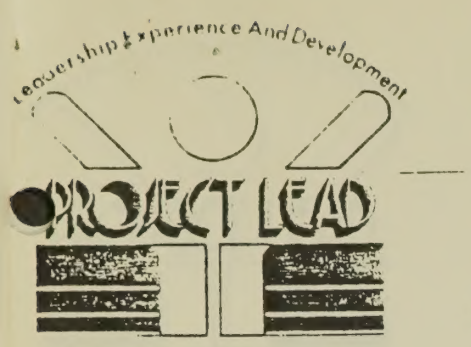
Prepared by: J. Binns, Supervisor of Curriculum and Instruction (Family Studies),

Submitted by: C. G. W. McKague, Superintendent of Curriculum and Special Services

Approved by: A. J. Krever, Director of Education

/sb

APPENDIX I



~~1985-03-04~~

Subject: Project LEAD

Purpose: Summary and Evaluation

LEAD Background:

- 1982 the Association of Junior Leagues initiated an international leadership training programme for teenagers called Project LEAD (Leadership, Experience and Development) in collaboration with the Quest National Centre

Purpose of LEAD:

- through leadership training LEAD help teenager develop self-esteem and alleviate many of the educational, social and emotional problems experienced by a growing number of students under age 18
- trained student leaders will recruit and guide other youths as community leaders

Initiator of LEAD in Hamilton:

- the Junior League of Hamilton-Burlington (a two year commitment) in co-operation with the Hamilton Board of Education (the Family Studies department became involved because of curriculum linkage)
- JLHB funded this project

Adult Leaders Involved:

- one Junior League member, Judy Cole and one teacher, Margaret Roberts
- two adult leaders per team to act as mentors to help student leaders identify community needs and execute programmes
- four student leaders selected by the adult leaders

Steps taken to carry out Pilot Project:

- two adults selected by JLHB and Family Studies Department
- school selected by Family Studies Dept. was Scott Park
- two adult leaders met in June to discuss preliminaries and logistics of Project LEAD
- two adult leaders attended leadership training conference in Philadelphia (Sept. 14-16, 1984)
- adult leaders discussed Project LEAD with several grade nine Family Studies classes
- a letter was sent home to explain LEAD and to get permission from the parents of perspective student leaders

Pilot project cont'd:

- the two adult leaders selected four student leaders: Tammi Rankin, Sherri Staley, Brenda Belanger and Sandra Stachura
- student leaders received leadership training in Cincinnati, Ohio (Nov. 15-18, 1984)
- the four student leaders assessed the community need

Project chosen:

- four student leaders felt the need for an after school programme for kids who could use companionship after school
- Prince of Wales (a feeder school to Scott Park) chosen (grades 1-5)
- student leaders set up a meeting with the principal, Mr. Jack Diverty, to outline the project
- project received approval from the principal and teachers of P.O.W. (school provided the Family Studies facility for the project)
- a letter was sent home to the parents of students with a potential need, also, this same letter was sent out in the P.O.W. newsletter
- five responses (to the letter) were made
- project to go as a pilot February 5 to March 7, 1985
- the four student leaders recruited 5 Scott Park students as volunteers

How pilot project was Executed:

- every Monday the four student leaders, their recruited volunteers and the two adult leaders met to discuss the week's programme for Tuesday, Wednesday and Thursday from 4 to 5 p.m.
- physical, creative and intellectual activities were used such as soccer, making hand puppets, writing a script for the puppets, building a puppet theatre, helping students with home work
- each day a snack was provided for the kids (fruit, vegetables, fruit juice or granola bars) at approximately $4.00 per day or $12.00 weekly

Evaluation of pilot:

- positive feedback, encouragement to continue on with the programme from the principal and teachers at P.O.W.
- parents' comments such as: "Before his artwork was a slapdash affair...now he seems to be spending more time on things"
  "It keeps him off the streets and gives him something creative to do after school"
  "When Wade told me he was making cookies and experimenting with different things, I thought it was just super, they weren't stereotyping the types of activities"

Pilot project cont'd:

- the two adult leaders selected four student leaders: Team Gamma, Sheree Stokes, Brenda Bafunger and Sandra Stephens
- student leaders received leadership training in Lincoln, Nebr. (Nov. 15-16, 1984)
- the four student leaders assessed the community need

Project concept:

- four student leaders felt the need for an after school program for kids who could use constructively after school
- Prince of Wales (a feeder school to Scott Park) shares (grades 1-6)
- student leaders set up a meeting with the principal, Mr. Chuck Bunnerty, to outline the project
- project received approval from the principal and teachers of P.O.W. (parent provided the family studies facility for the project)
- a letter was sent home to the parents of students with a questionnaire, also. This same letter was sent out in the P.O.W. newsletter
- five responses (to the letter) were made
- project go on as a pilot February 6 to March 1, 1985
- the four student leaders recruited 5 adult first volunteers as volunteers

How pilot project was executed:

- every Monday the four student leaders, their recruited volunteers and the permanent leaders met to discuss the week's programme for Tuesday, Wednesday and Thursday from 4 to 5 p.m.
- physical, creative and intellectual activities were used such as soccer, acting mad puppets, writing a script for the puppets, building a puppet theatre, telling stories with hess wool
- each day a snack was provided for the kids (fruit, vegetables, fruit juice or orange bars) at approximately $4.00 per day or $12.00 weekly

Evaluation of pilot:

- positive feedback, encouragement to continue on with the programme from the principal and teachers at P.O.W.
- parents' comments such as: "Before his arrival was a slapdash affair...now he seems to be spending more time on things"
"It keeps him off the streets and gives him something creative to do after school"
"When Mack told me he was making cookies and experimenting with different things, I thought it was just super. They weren't stereotyping the types of activities"

Project LEAD Evaluation Cont'd

Evaluation of pilot, cont'd:

- "There is a definite need for this type of programme"
- our two adult leaders received acclaim for being outstanding in their leadership abilities to bring their four student leaders to the level they achieved at the student leadership conference at Cincinnati
- due to the leadership training she received, one of the student leaders is going to work at the "Y" this summer
- all student leaders have gained self-confidence and self-esteem as a result of this project
- two of the student leaders correspond with over 40 people they met at the conference
- Project Lead is continuing on after the formal pilot timeline, and the number of P.O.W. students started at 13 the second time

Leadership Experience And Development

PROJECT LEAD

A14 SATURDAY, FEBRUARY 23, 1985

The Hamilton Spectator

LIFESTYLE

After school care for kids teaches teens leadership

By DENISE DAVY
Spectator Staff

THE BEAUTIFUL Valentine Andy Davis gave his Mom is significant of the change she has noticed in her son's behavior since he joined the Junior League's after school program.

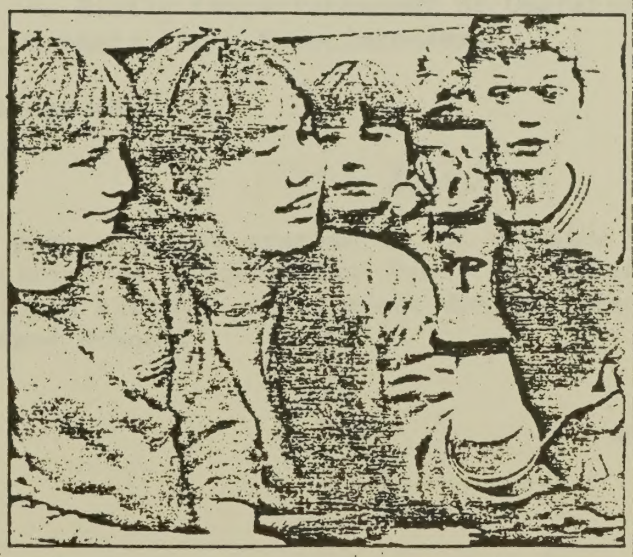
"Before, his artwork was a slapdash affair," said Danielle Davis of her nine-year-old.

"Now he seems to be spending more time on things. The card is just beautiful."

Andy Davis is one of five children enrolled in the Junior League Hamilton-Burlington's pilot project at Prince of Wales Public School on Lottridge Street.

The creative play program that started this month is designed for parents who want a structured, after school program for their children.

The objective of the program, which is for six- to 10-year-olds, is to teach leadership skills to teenagers and provide a community service.



Tami Rankin works hand puppet made by the children in Junior League's after school program.

— Picture by Derek Hopwood

Grant

Project LEAD — which stands for leadership, experience and development — came out of an idea by four students, Tami Rankin, Brenda Belanger, Sandra Stachura and Sherri Staley chosen from Scott Park Secondary School to become young leaders.

The Hamilton organization is the first Canadian league to undertake the program which, if successful, may continue beyond the five-week test period.

It is part of an international leadership training program for teenagers sponsored through a 40-month grant from the W.K. Kellogg Foundation of $290,000.

Through role playing and the mentor concept, adult volunteers from Junior League taught teenagers more about themselves and trained them to work with children.

A portion of the grant covered expenses to send the four teenagers to a four-day leadership training conference in Cincinnati, Ohio last November.

The Junior League is funding the project as its fiftieth anniversary gift to the community. So far workshops for students and adult leaders have cost $3,800.

As the program progresses, the students are recruiting and training other students to become community leaders.

The Hamilton board of education is supporting the project and chose Scott Park as the pilot school because it is in the city core.

Margaret Roberts, family studies teacher at Scott Park, is one of the supervisors who joins the adult volunteers of Junior League on alternating afternoons.

The program is offered Tuesday, Wednesday and Thursday from four to five at no charge.

With the help of Junior League members, the students designed a diverse and colorful package of activities that includes making crafts, baking cookies, writing plays and playing games.

Their latest project is writing a play for the hand puppets they made which will be performed for parents.

Brenda Belanger, 14, joined students from eight schools around Ohio at the conference.

The Grade 9 student said the conference provided her with insight into herself and others.

"We had to blindfold people we didn't know and lead them around to see if they trusted us. It really taught me how to communicate with people and as a result I learned that I'm more sociable than I thought I was."

For Wade Myers, 10, the program means he doesn't sit in front of TV after school.

As a single parent, Kathy Myers said she no longer worries about her son coming home to an empty house.

"It keeps him off the streets and gives him something creative to do after school," said Miss Myers.

"I know it's supposed to be teaching the teenagers leadership but it also has taught Wade how to take orders better."

Miss Myers said she was pleased with the schedule of activities offered through the program.

"When Wade told me he was making cookies and experimenting with different things, I thought it was just super they weren't stereotyping the types of activities.

"There is a definite need for these types of program. I don't know what I'll do when it's finished."

Parents of children who attend Prince of Wales were invited to an orientation session with the student leaders and adult volunteers of Junior League to learn about the program.

Cecile Watkins was impressed enough to enrol her eight-year-old daughter Denise who joined two weeks ago.

"The students really surprised me with how much confidence they had especially for girls their age," said Mrs. Watkins.

"I try to get Denise involved with as many extracurricular programs as possible because she's a single child and needs the interaction. So this program is great for her."

Brenda spends Wednesdays and alternate Thursdays with Tammy Rankin, 14, at Prince of Wales Public School working with the five children in the program.

Working with children has given Tammy a sense of accomplishment.

"Sometimes the children don't know how to play a game and you have to push them a little before they finally do it. And when they do, it's great seeing their smiling faces."

Tammy is planning a career working with children because of her positive experience in Project LEAD.

Students were chosen from urban and rural schools to ensure that boys, girls, the handicapped and minorities are included.

Judy Cole, adult volunteer with Junior League, helps the students develop their self-esteem.

"Teenagers today have a lot of time on their hands and they're getting into more trouble," she said.

The program operates on Tuesday, Wednesday and Thursday from four to five p.m. at no charge.

More information about this program may be obtained by calling the president of Junior League, Dianne Maziarz, at 634-3820.

REPORT OF THE

SPECIAL MEETING OF THE

FRENCH LANGUAGE ADVISORY COMMITTEE

Present: Mr. H. Paquin (Chairman);
Trustees Vine and Mulholland; Mesdames Barker, and Garon;
Miss Lapointe; Mr. Desmarais.

Officials
Present: Mr. A. J. Krever (Director of Education),
Mr. J. Penner (Deputy Business Administrator),
Mr. K. A. Rielly (Superintendent of Operations),
Mr. R. Kennedy (Area Superintendent).

The Committee recommends:

PART I

(a) That permission be granted to Mr. Rosaire Lavoie for a secondment to the Ministry of Education as a consultant for a period of one to two years, subject to the Board securing a suitable replacement for Mr. Lavoie as the Principal at Georges P. Vanier Secondary School.

Respectfully submitted,

Mr. H. Paquin,
Chairman.

Committee Room,
1985 04 24.

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AGENDA

EDUCATION MANAGEMENT COMMITTEE

1985 06 04

Confirmation of the minutes of the last regular and special meeting of 1985 05 09.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Officials re: Lung Association Tri-Board survey (referred from July E.M.C. - 1983 07 06).

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Fund Raising by School Students - requested by Trustee Baskin.
3. Report of the Special Education Advisory Committee.

PART II

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Officials re: Moral Values Education "Operation Prepare" (referred from May E.M.C. - 1985 04 30).

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Report from the Officials re: The Science Circus.
3. Summer School Program in Community Facilities with Observation and Detention Mandates.
4. Report from the Officials re: Early Childhood Education - Early Primary Education.
5. Report of the Consolidation Policy Committee.
6. Report of the Microcomputer Advisory Committee.
7. Report of the Special Education Advisory Committee.

PART I

NEW BUSINESS:

1. Recommendations of the Director of Education.

2. Industry-Education Council - Marketer of the Year Award.

3. Request for a Section 16 Educational Program at the Hamilton-Wentworth Detention Centre.

4. Report of the French Language Advisory Committee.

5. Report of the Microcomputer Advisory Committee.

1985 05 30

To The Chairman and Members,
Education Management Committee,
The Board of Education for
the City of Hamilton,

Ladies and Gentlemen:

RE: HAMILTON-WENTWORTH LUNG ASSOCIATION

TRI-BOARD SMOKING EDUCATION CURRICULUM

In June of 1983 this Board of Education agreed to support the request by the Hamilton-Wentworth Lung Association for a tri-board approach to smoking education curriculum. The support included personnel time and a commitment to implement the curriculum which focused on the junior grades.

A team of two from each of the three boards, Hamilton-Wentworth R.C.S.S., Wentworth and Hamilton, met regularly to develop a series of six lessons for each grade.

The following chart indicates the decision-making model that is being used, as well as the sequence and content of the lessons.

NON-SMOKING CURRICULUM OUTLINE

DECISION-MAKING MODEL	LESSON CONTENT SEQUENCE		
	4	5	6
Decisions Involve Choices			
1. Define Problem	1. Shopping model to develop a matrix.	1.] Understanding the 2.] influnece of the media.	1. Review of decision making model.
2. List alternatives	2. Present problem: To smoke or not to smoke.		2. Lifestyle
3. State criteria	3. Peer pressure	3. Forming the matrix for the question based in advertising.	3.] Social Concerns 4.]
4. Evaluate alternatives	4.] Physiological 5.] affects of smoking	4.] Short and long term 5.] affects of smoking	
5. Make a decision			5.] Tobacco as a drug 6.]
6. Re-evaluate a decision	6. Making the decision	6. Making the decision	6. Making the decision

These units will be available for pilot testing in our system in the fall of 1985 with full implementation in 1986.

It is respectfully recommended:

That this report be received for information.

Prepared by: D. Calder, Supervisor of Physical and Health Education
J. MacKenzie, Environmental Studies Consultant, H.W.R.C.S.S.

Submitted by: C. McKague, Superintendent of Curriculum and Special Services

Approved by: A. Krever, Director of Education

/sb

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1985 06 04

To the Chairman and Members,
Education Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

(a) That the appointments of the following Area Superintendents be extended for an additional five-year term, effective 1985 09 01, with salary according to schedule:

Mr. James Forrester
Mr. Donald Rothwell.

(b) That the request of Mr. Robert Philip for an extension of his secondment to the Industry-Education Council be approved effective 1985 09 01 to 1986 08 31.

(c) That the Director of Education attend the "Directors' Forum" to be held at Toronto, Thursday evening, 1985 06 06 and Friday, 1985 06 07, and that expenses be paid according to policy.

(d) That three members of the Research Services Department attend the Spring Conference of the Association of Educational Researchers of Ontario in Toronto on Friday, 1985 06 14, and that each member receive $40 towards registration and expenses.

Superintendent of Curriculum and Special Services

(a) That the Supervisor and Consultant of Physical and Health Education attend the Contemporary Drug Issues Conference, to be held at Malton, Friday, 1985 11 08, and that $35 each be paid towards registration and expenses.

(b) That the Business Education Consultant attend the "CABET '84", Canadian Association of Business Education Teachers Conference, to be held at Halifax, Nova Scotia, Tuesday, 1985 08 13 to Friday, 1985 08 16, and that expenses be paid according to policy.

Respectfully submitted,

A. J. Krever,
Director of Education.

-as

REPORT OF THE

SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Mrs. M. Baskin (Chairman);
Mesdames Bishop, Masters, Rudderham, Stevens and Tilbury; Messrs. Byron and Desmarais; Drs. Brennan and Newberry.

Also Present: Mrs. L. Scott, Principal
Mr. R. Carle, Principal and President, H.P.A.

Officials Present: Mr. P. Beveridge (Associate Superintendent of Curriculum & Special Services),
Mr. R. Adams (Supervisor, Special Education),
Mrs. E. Pease (Administrative Assistant to the Director),
Mr. A. J. Molineux (Assistant to the Business Administrator).

The Committee recommends:

GENERAL

a) That a review of Special Education Programs and Services continue to be undertaken, at least every two years, by administrative officials in co-operation with representatives from the Special Education Advisory Committee.

b) That the following recommendations be referred to the Communications Advisory Committee:

   i) That the Special Education Advisory Committee members cooperate in any way possible with the Hamilton Teachers' Federation, the Ontario Secondary School Teachers' Federation, the Headmasters' Association and the Hamilton Principals' Association with a view to developing open and frank interaction between parent and school; and

   ii) That information sheets be developed to inform parents and the general public of special education programs including the gifted program. It is further recommended that these information sheets be made available in appropriate agencies and places of business and commerce, and be displayed at all school and educational functions.

c) That an investigation of the availability of training in group process and decision-making to assist parent/teacher communication at teacher education facilities be initiated. If appropriate, recommendations be made to the Ministry of Education relative to the training of teachers in the aforementioned area.

Respectfully submitted,

Mrs. M. Baskin,
Chairman.

1985 05 29.

1985 06 04

To The Chairman and Members,
The Education Management Committee,
The Board of Education for the City of Hamilton,

Ladies and Gentlemen:

RE: VALUES EDUCATION PROGRAMME "OPERATION PREPARE"

BACKGROUND

The Prepare program began within the Hamilton community as the 75th anniversary project of the Hamilton Rotary Club. The concept was brought to Rotary by the Hamilton-Wentworth Regional Police as an out-growth of other police programs. It developed as a broad based community service project with Rotary funding.

Prepare has been carefully developed over the past five years and pilot tested and/or implemented successfully in a number of boards of education in the province (e.g. Hamilton; Ottawa Public and Separate; Norfolk County; Niagara South; Dufferin County; Perth County; Kent County...).

DESCRIPTION

Prepare is a comprehensive curriculum based crime prevention and citizenship program for Grades 4, 5 and 6 developed by the Rotary Club, Board of Education and Police Department of Hamilton.

Prepare has been developed within the Ontario Ministry of Education guidelines as set down in the Formative Years and has helped to influence the development of, and is reflective of the Ministry support documents Personal And Societal Values and Values, Influences and Peers.

Prepare recognizes the need for students to develop self-respect, a sense of self-worth and responsibility for their own actions. It believes that students need to be provided with opportunities to develop a set of values which will deter them from being involved in anti-social behaviour such as shoplifting and vandalism. It hopes that through systematic implementation of the curriculum units provided that students will deal more effectively with negative peer pressure, react to authority in more positive ways, and develop decision making and problem solving skills which will enable them to make responsible decisions concerning personal, peer, family, school and community related problems.

Prepare is a student-centred, activity-based program, which emphasizes the development of group process skills, communication skills and social skills. It makes the connection between values which are consistent with the teachings of the world's great religions:

Compassion	Generosity	Patience	Respect for self
Co-operation	Honesty	Peace	Responsibility
Courage	Justice	Respect for the environment	Self-discipline
Courtesy	Loyalty	Respect for life	Sensitivity
Freedom	Moderation	Respect for others	Tolerance

- Personal and Societal Values, p. 6 and
  Values, Influences, and Peers, pg. 5

It re-iterates the Ministry position that "no person or institution has exclusive responsibility for the development of values in children; the home has the primary responsibility"...with support from the religious community and the school. Values, Influences and Peers, pg. 5.

The Prepare program consists of seven well-planned, thoroughly tested curriculum units: Police; Rules and Laws; Winning; You and Your Friends; Fighting; Prejudice; Making Decisions. All units follow a standardized curriculum format with a student notebook and a detailed teacher's guide which includes: Aims; Rationale; Context; Points to Consider Before Teaching the Unit; Guidelines for Report Cards; Unit Evaluation Checklist; Suggestions for Creating A Positive Classroom Atmosphere; Time-line for Implementation. All teachers' guides contain sequential key ideas, or lessons, one building upon the other. Each lesson provides: cognitive, skill and affective objectives; suggestions for human and material resources; a variety of methodologies; a variety of formative and summative evaluation techniques to determine whether objectives have been met and extended activities (remedial and enrichment).

ISSUES RAISED

1. Moral Relativism

-Moral Relativism: the belief that when dealing with moral issues any decision is as good as any other, is not sanctioned by the Ministry of Education, nor is it condoned or in any way promoted in Prepare.

On p. 18 of Personal and Societal Values, the Ministry clearly states that not all decisions are equally valid. In the "Creating A Classroom Atmosphere Conducive to Teaching This Unit" page of Prepare, it is stated that some answers might be better than others. Nowhere does the Ministry or Prepare state that some values are more important than others.

However, values may come into conflict when making choices.

"People are constantly confronted by choice in our rapidly changing society. In many areas of life in a democracy, people have the right to make individual choices which may differ from those made by others. Schools must respect this right to choose and can contribute to the development of the students' ability to make effective choices by teaching decision-making skills. In doing so they must challenge students to consider not just feelings, preferences, and goals, but also feasibility, rights, and responsibilities.

Some of the most difficult and important choices people have to make involve moral dilemmas. Such dilemmas occur when a person tries to decide what he/she ought to do in a given situation that usually involves others in some significant way. Moral dilemmas are difficult because they involve choosing between two or more important values that are in conflict."

Personal and Societal Values, p. 12, 13

Both the Ministry of Education (in such documents as the Formative Years, Personal & Societal Values; Values, Influences and Peers) and Prepare believe that:

"There is more involved in contributing the child's moral growth and values development than simply telling the child about important societal values such as compassion and tolerance. Children are neither empty vessels to be filled with knowledge nor computers to be programmed. Rather, children actively develop their personal values and capabilities as they interact with others and with their environment... Children learn about values in part by actively making decisions, trying them out and learning from the consequences of their decisions:

Values, Influences and Peers, p. 4, 5

The strength of Prepare is that it allows students to develop decision making and problem solving skills in order that they will make more effective, personal and societal choices as responsible members of their family, school, and community.

NOTE: "Contributors:"

The ministry expresses its appreciation to the Carleton, Hamilton, Lambton County, London, Nipissing, and Scarborough boards of education, from whose curriculum documents the sample activities in this resource guide were derived."

Acknowledgements page, Personal and Societal Values

2. Parent Involvement in Prepare

Over the five year development of Prepare parents have been involved in the following ways:

- parent awareness sessions during Open House and Meet the Teacher nights
- parent workshops which provided either:
  - an overview of the program by a team consisting of a values education consultant, principal and/or teacher

    OR

  - an in depth working session moving through one of the seven units with a similar team as above
- working through various lessons with their children, as students brought home student workbooks and were asked by their teacher to discuss situations, short stories, etc. with their parents
- dialogue with values ed. consultants, principals, teachers, and police officers involved in the program.

As well, parents have been informed of Prepare through the school newsletter.

Recently, the Home and School have been involved in receiving some of the units as we begin to review.

It was Rotary's intention that the student notebook serve as a communication link between the home and the school. To this end teachers have been encouraged to let students take the notebook home and more importantly discuss situations, stories, and questions with their parents. This activity has allowed students to gain insight into their parents' perspective. It has enriched classroom discussion and has allowed students to make more informed and effective decisions.

3. Teacher Role in Prepare

Grade 4, 5, and 6 teachers as well as principals and school librarians have:

- helped to write and refine key ideas, objectives, teaching methodologies, evaluation techniques, enrichment and remedial activities
- provided appropriate lists of audio/visual support material as well as suitable novels, short stories for individualized reading programs
- pilot tested and field tested units
- assisted in revisions of units
- attended in-service sessions
- conducted in-service sessions for peers, parents, community members
- conducted in-service sessions for teachers, principals, police officers and Rotary Club members from other jurisdictions

Teachers, principals and school librarians recognize that:

"Positive beliefs about students and themselves will help teachers to work effectively in resolving individual and group problems arising in the classroom and will contribute to sensitive and concerned classroom management. Students should perceive teachers as good listeners who are interested in their views, who take them seriously, and who try to understand them fully.

Teachers must also use the opportunities that arise within the different facets of the curriculum to engage students in thinking about values and in making authentic decisions. It is important that these opportunities be relevant, both to the curriculum and to the life experience of the student...

A key skill in this regard is that of asking questions that help students to clarify their thinking about an issue and that challenge them to consider implications of decisions."

Personal and Societal Values, p. 18

Prepare asks teachers to:

- serve as facilitators in a student centrered activity program
- use the activities and materials provided in the program to enhance student self-esteem and involve students in the decision-making process
- respect the privacy of students and the homes from which they come. Students are not required to disclose personal information about themselves or their families
- utilize the activities and materials in such a way as to provide as many ways as possible for students to develop group process, social and communication skills
- integrate their chosen Prepare unit(s) into the traditional subjects of English and Social Studies
- utilize their chosen unit(s) in such a way as to "enable students to encounter and consider the values that are essential to the well-being of the individual and the well-being of society."

4. English Usage

Prepare was designed for teacher and student use; therefore, the language used in the notebooks is geared to an eight to twelve year old audience while the teacher guides are constructed and written for easy and effective teacher use. To date, the program has been evolving in its development, changing as changes needed to be made. The student notebook has been type set and is complete; the teacher guides, however, have not been produced for final publication. This revision is being done at this time by the Hamilton Rotary Club. It should be pointed out that other jurisdictions chose to pilot test Prepare because it was a well-written comprehensive curriculum program. Teachers both inside and outside the Hamilton system have not complained about the English usage.

It should be noted that Prepare stresses English skills and utilizes the English skills continuums developed by the English Department for junior grades.

ENGLISH SKILLS

. Listening Skills

a) Developmental - powers of concentration
- listening to remember and repeat information

b) Functional - descriptive and qualifying words
- simple cause/effect relationships

c) Critical - making generalizations and drawing conclusions
- making reasonable and justifiable inferences
- evaluating what has been heard with previous learning

. Speaking Skills

a) developmental - understanding role of listener and speaker
- vocabulary development

b) creative - recounting personal experiences
- informal conversations in group work

. Reading Skills - see extended activities

. General Vocabulary Enrichment - with emphasis on words in the "Feelings Vocabulary List". Note too, the use of negative prefixes "un", "dis", "de" or suffix, "less".

taken from Winning Unit of Prepare
Lesson #1, p. 23 of Teacher's Guide

5. Values Education In The Public Schools

"The Formative Years (1975) establishes values education as an important priority in the Primary and Junior Divisions. In fact, two of the four basic goals of education outlined in The Formative Years pertain almost exclusively to values development. These goals are to provide opportunities for each child."

- to develop and maintain confidence and a sense of self-worth; and
- to develop the moral and aesthetic sensitivity necessary for a complete and responsible life.

In January 1981, in remarks to the Colloquium on Values Education, the Minister of Education reiterated the importance of values development when she stated: "moral/values education is important for our children and our society; we are committed to the moral growth of our children - a concern for self, concern for others, and the responsibilities and rights of all".

Personal and Societal Values, p. 2

SUMMARY

Every new Ministry document and guideline clearly emphasizes the importance of Values development. Values Education is to be an integral part of every school curriculum. Programs like Prepare are being utilized successfully in both public and separate school systems.

Prepare has proven to be an effective programme; it is consistent with the policies of the Ministry of Education and of this Board. It has served as a model for other values programmes across the province and has proven to be consistent with Ministry directions which it, in many aspects, preceded.

It is respectfully recommended:

That this report be received for information.

Prepared by: S. Barrs, Values Education Consultant and
C. McKague, Superintendent of Curriculum & Special Services

Submitted by: C. G. W. McKague, Superintendent of Curriculum & Special Services

Approved by: A. J. Krever, Director of Education

BIBLIOGRAPHY

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1. **Values, Influences and Peers**

   - Curriculum Ideas for Teachers - Ministries of Education & The Solicitor General - 1984

2. **Personal and Societal Values** - Ministry of Education 1983

   - A Resource Guide for the Primary & Junior Divisions

3. **Prepare** - A Comprehensive Curriculum - Based Crime Prevention & Citizenship Program, for grades 4, 5, & 6 - Hamilton Rotary Club
   - Hamilton Wentworth Police Department
   - Hamilton Board of Education

4. **The Case For Values Education** - P. Donohue - Hamilton This Month December, 1984

5. **Values Education Program** - Dr. J. Miller - Ethics in Education November, 1984

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1985 05 30.

To The Chairman and Members,
Education Management Committee,
Board of Education,
Box 558,
Hamilton, Ontario.

Ladies and Gentlemen:

PART II

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That Mr. Douglas Trimble, Vice-Principal, be appointed to the position of Acting Principal of an Elementary School, effective 1985 09 01, with salary according to schedule.

(b) That the following teachers be appointed to the Probationary Staff, effective 1985 09 01, with salaries according to schedule:

Miss Christine Abi-Rashed

Mrs. Lauri Barrette

Mrs. Micheline Hughes

Mrs. Jacqueline Odoni

Mrs. Jeannette St. Pierre

(c) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Miss Anna Bozzo, 1985 05 06 to 1985 06 28 (.5)

Miss Barbara Clancy, 1985 04 24 to 1985 05 31

Mrs. Bertha Franck, 1985 05 02 to 1985 05 31

Mrs. Ellen Francis, 1985 04 11 to 1985 05 08 (.5)

Mrs. Micheline Hughes, 1985 04 01 to 1985 06 28

(d) That the appointments of the following teachers to the Occasional Staff, approved at previous meetings, be changed to become effective as shown:

Miss Elizabeth Carey, 1985 01 14 to 1985 06 28

Mrs. Margaret Fleet, 1985 04 01 to 1985 05 09 (.5)

Mrs. Colleen Hannah, 1984 11 01 to 1985 06 28 (.5)

Mr. Cam Harrison, 1985 03 25 to 1985 05 10

Mrs. Barbara Johnson, 1985 04 08 to 1985 05 31 (.5)

Mrs. Barbara McGill, 1985 04 09 to 1985 05 17

Mrs. Gail Mote, 1985 01 21 to 1985 06 28 (.5)

Mrs. Kim Saunders, 1985 03 06 to 1985 05 31

Mrs. Judith Watson, 1985 04 15 to 1985 06 10

(e) That Mrs. Linda O'Grady be returned from Leave of Absence and assigned teaching duties, effective 1985 06 17.

(f) That the requests of the following teachers for Maternal Leaves of Absence, effective as shown, be granted in accordance with conditions governing Maternal Leave:

Mrs. Annemarie Chabot, 1985 06 17 to 1985 10 11

Mrs. Linda Furry-Cheong, 1985 09 03 to 1985 12 30

Mrs. Georgina James, 1985 06 17 to 1985 08 31

Mrs. Judy Lampman, 1985 09 03 to 1985 12 30

Mrs. Vilia Milic, 1985 09 03 to 1985 12 30

Mrs. Linda E. Stirling, 1985 09 03 to 1985 10 11

Mrs. Kerri Wall-Wilson, 1985 09 03 to 1985 12 30

(g) That the requests of the following teachers for Maternal Leaves of Absence be granted in accordance with conditions governing Maternal Leave and that these Leaves be followed by Leaves of Absence for Parental Reasons, effective as shown:

Mrs. Elayne Ruplen, 1985 11 01 to 1986 08 31

Mrs. Patricia Ann Taylor, 1985 07 01 to 1986 08 31

(h) That the requests of the following teachers for extension of their Leaves of Absence, effective as shown, be granted:

Mrs. Cathy Brigham, 1985 09 01 to 1986 08 31

Mrs. Dianne Danko, 1986 01 01 to 1986 08 31

Mrs. Mary Anne Ewer, 1985 09 01 to 1986 08 31

Mrs. June Outram, 1985 09 01 to 1986 08 31

(i) That the request of OPSTF for the secondment of Mr. William "Brad" Kuhn to assume the position of Executive Assistant for the period 1985 09 01 to 1986 06 30.

(j) That the request of Mr. Charles Taylor for a Leave of Absence, effective 1985 09 01 to 1986 08 31, in order to carry out duties in the Hamilton Teachers' Federation as Chairperson of the Economic Policy Committee and Chief Negotiator be granted.

(k) That the Request of Mrs. Lauren Tindall for a Leave of Absence, effective 1985 09 01 to 1986 08 31, in order to carry out duties in the office of President of the Hamilton Teachers' Federation and President of the Hamilton Women Teachers' Association be granted.

(l) That the requests of the following teachers for Personal Leaves of Absence, effective as shown, be granted:

Mrs. Shelley Greenspoon, 1985 05 06 to 1986 08 31 (.5)

Mrs. Marjory Ingrassia, 1985 09 01 to 1986 08 31

(m) That the request of Mr. Robert Hutchison for a Disability Leave, effective 1985 05 29, be granted.

(n) That the resignation of Mrs. Margaret Jamieson, who is retiring on superannuation, effective 1985 06 30, be accepted with regret, and the she be considered for gratuity in accordance with the Board's plan.

(o) That the resignations of the following teachers, effective 1985 08 31, be accepted with regret:

Miss Francoise Fortier

Mrs. Gisela Sherman

(p) That the request for $76.00 to help sponsor a delegate student who attended the Annual CAA National School Safety Patrol Jamboree be approved.

(q) That the following trips be approved:

(i) Cardinal Heights, Grade 8, Quebec City, 1986 02 19-22 (Wednesday to Saturday)

(ii) Ryerson, Grade 6, 7, 8, Outdoor Education, Camp Wanakita, 1986 02 09-12 (Sunday to Wednesday)

(iii) Ryerson, Grade 8, English, Stratford, 1985 10 09

(iv) W. H. Ballard, Grade 8, Outdoor Education, Camp Belwood, Fergus, Ontario, 1985 06 17-19 (Monday to Wednesday)

Superintendent of Curriculum & Special Services

(a) That the action of the superintendent in permitting one elementary principal to attend the "Regional Conference on The Arts" at Fonthill, Ontario, Thursday, 1985 05 09 and that his travel expenses be paid, be approved.

(b) That up to ten teachers attend the "Contemporary Drug Issues Conference" to be held at Malton, Ontario, Friday, 1985 11 08 and that $35.00 each be paid towards registration and expenses.

(c) That one teacher attend the "National Alternative Schools Conference" to be held at Pennsylvania, Friday, 1985 06 28 to Sunday, 1985 06 30, and that $125.00 be paid towards registration and expenses.

(d) That one teacher attend the "Canadian Association for Physical & Health Education and Recreation Conference" to be held at London, Monday, 1985 06 17 and Tuesday, 1985 06 18, and that $40.00 be paid towards expenses.

(e) That clause (e) of the 1985 04 30 Education Management minutes be changed to read, "That four teachers attend the "O.P.S.T.F. Leadership Course" to be held at the University of Western Ontario, Saturday, 1985 08 17 to Friday, 1985 08 23, and that the registration fee of $375.00 each be paid. (Staff Development)"

Associate Superintendent of Curriculum and Special Services

(a) That the action of the Associate Superintendent of Curriculum and Special Services in permitting two teachers to attend the Auditory Perception, Speech, Language and Learning workshop held in Hamilton on Tuesday, 1985 06 04, be approved and that the registration fee of $42 each be paid.

(b) That two teachers attend the Ontario Association for Counselling and Attendance Services Conference to be held in Hamilton on Thursday, 1985 06 13, and that the registration fee of $40 each be paid.

(c) That, subject to funding by the Ministry of Education and sufficient enrolment, the request of the Arrell Observation Home for a four-week/half day summer school program be granted.

(d) That, subject to funding by the Ministry of Education and sufficient enrolment, the request of Dawn Patrol for a two-week/full day summer school program be granted.

1985 05 08

To The Chairman and Members,
The Education Management Committee,
The Board of Education for the
City of Hamilton.

Ladies and Gentlemen:

From May 23 to June 8, 1986, Hamilton Place and the Ontario Science Centre are co-operating to present an exciting collection of exhibits and demonstrations that highlight student participation, in the Studio Theatre.

Because the policy of the Ontario Science Centre will not allow an admission to be charged, the four area Boards of Education are being invited to sponsor the portion of SCIENCE CIRCUS which is set aside for students in grades 3 to 9. SCIENCE CIRCUS will also be available to the general public after normal school hours. A total of 1,650 students will be able to attend from each of the four area Boards for a total of 6,600 students. The proportionate cost per Board would be $645.00.

The other three Boards involved have been contacted, and it appears that all are positive toward it and are likely to support the concept.

Therefore, since it represents a relatively low cost for the benefits the students would derive, it is recommended that:

That the Hamilton Board of Education grant a sum of $645.00 from their 1986 budget in support of the SCIENCE CIRCUS to be held from May 23 to June 8, 1986 at Hamilton Place.

Prepared by: J. Morse, Administrative Assistant

Submitted by: C. McKague, Superintendent, Curriculum and Special Services

/sb

HAMILTON PLACE

March 8, 1985

Mr. Lorne McLachlan,
Assistant Superintendent of Curriculum Education,
The Board of Education for the City of Hamilton,
P. O. Box 558,
Hamilton, Ontario.
L8N 3L1

Dear Mr. McLachlan:

HAMILTON PLACE and the Ontario Science Centre are co-operating to present SCIENCE CIRCUS from May 23rd to June 8th, 1986 in the Studio Theatre.

SCIENCE CIRCUS has no lions, elephants or tigers but it's as much fun as the Big Top itself! It's fun for all ages; an exciting collection of exhibits and demonstrations that highlight student participation. Students are challenged to beat the computer at tic-tac-toe, peer into the distorted room or generate electricity making a cassette play music.

There will be participation in chemistry demonstrations, a static electricity display that makes your hair stand on end or you can just relax and enjoy movies in the mini theatre. A team of hosts and scientists will be on hand to explain the scientific and technological details which have inspired many of the displays.

Because the policy of the Ontario Science Centre will not allow an admission to be charged, we are inviting the four area Boards of Education to sponsor the portion of SCIENCE CIRCUS which is set aside for students in grades 3 to 9. SCIENCE CIRCUS will also be available to the general public after normal school hours. A total of 1,650 students will be able to attend from each of the four area Boards for a total of 6,600 students. The proportionate cost per Board will be $645.00 which is the amount we would require from you as an undertaking for 1986.

Although the visit by SCIENCE CIRCUS is over a year away, we must make a commitment to them now. Their bookings are up to a year and a half in advance because of the demand for their services. We hope that your Board will join us in welcoming the SCIENCE CIRCUS to Hamilton.

We look forward to hearing from you.

Yours very truly,

Robert Ellison
Assistant General Manager

HAMILTON PLACE • BOX 2080 STN-A HAMILTON ONTARIO CANADA L8N 3Y7 • TELEPHONE 416-525-3100

1985 06 04

TO: The Chairman and Members
The Education Management Committee
The Board of Education for the City of Hamilton

Attached is a summary of the recommendations of the Ministry of Education's Early Primary Education Project (1985 03 05), ALSBO's considerations (April, 1985), for your information.

On the whole, our staff personnel and ALSBO are in favour of the recommendations and feel they are long overdue. The focus on the role of the school as a true educational centre for both children and parents, a fundamental support for the family is in tune with this Board's basic Primary Education philosophy. This approach has evolved as a result of an extensive amount of research which has become available within the last five years, especially in the area of developmental theory. Most parents are not aware of this reseach and it behooves the schools to provide leadership, assistance and education in support of the new knowledge.

However, the funding implications attached to key proposals could become a real problem. It is necessary that boards take a hard look at this issue since we cannot continue to add on services without establishing priorities and alternative funding routes.

Highlights of ALSBO Report:

. It recommends that the Ministry's Advisory Committee should use its final report as a vehicle for recommending the creation by the Ontario Government of a Super-Ministry responsible for children. This Super-Ministry would consolidate all the statutes presently governing the young child into a comprehensive package of programs and services designed to aid the individual child and to assist the families, schools, communities that have a part in the child's development.

  The creation of a Super-Ministry would also help ensure that services provided to children are of a high quality since the competition for dollars among ministries would be reduced significantly in this area. School boards, for one group, could get on with the job of educating youngsters and leave off other, recently acquired mandates involving health care, recreation, social services, etc. By reducing their mandate to a more manageable one, boards might find the funding required to implement the recommendations contained in the project's draft report.

. The Advisory Committee's final report should clearly recognize that not all boards are in a declining enrolment position; that there are wide differences in the availability of community resources within different jurisdictions. Recognition of these individual differences and the accompanying expectations regarding all-day kindergarten, for instance, is vitally important to the successful implementation of this report.

. Many of the recommendations contained in the draft report have funding requirements attached to them. Boards across Ontario are already concerned about how they will find the dollars required to implement the Special Education provisions of the Education Act. Boards, at this time, cannot be expected to extend their mandate any further. It is crucial, therefore, that the Advisory Committee recognize the need for decisions regarding the education of the young child to be made at the local level by those responsible to their constituents for program offerings and services. Boards need this autonomy, and they have better access to community resources and how to use them than the project can have.

. The recommendations put forward by the work groups to the project's Advisory Committee in the draft report are the optimum goal toward which we should be striving over a period of time. The mandatory aspect of some recommendations may be essential to obtaining the project's goal, but the realities of attitudes, funds and resources (human and material) are equally important criteria to the eventual implementation of the recommendations.

. There is a need to define "community resources" because recommendations such as #2 could place boards in the position of having to function outside their education mandate.

. Recommendations such as #4 should be directed to COMSOC.

. Full-day kindergarten programs should not be legislated since such an action would remove a parent's right to keep a child at home.

. Parenting courses should have the equivalent standing of a credit course and funded as such.

. Their concern about the importance of Immersion programs and the unique qualifications requirements of Immersion teachers led to a request for the inclusion of the following recommendation in its final report:

"That the Ministry develop a policy statement to boards encouraging their development of Immersion programs consistent with the goals of Early Childhood Education and that service for teachers of Immersion be supported with suitable funding."

Recommendation:

That This Report Be Received For Information

Prepared By: Joan Morse, Administrative Assistant

Submitted By: Clare G. W. McKague, Superintendent
Curriculum and Special Services

Approved By: A. J. Krever, Director of Education

A SUMMARY OF THE REPORT

The recommendations can be grouped into three parts:

1. Family, School and Community,
2. Government, School Boards and Community,
3. Teacher Education and Certification.

Part One: Family, School And Community

The report identifies these three groups as fundamental to improving the education of children. It sees the school as becoming a true educational centre for both children and parents. They are best able to determine how educational resources might be adapted to meet the changing needs of the families and children they serve. They can best co-ordinate available support services and resources and locate them in neighbourhood schools. They can promote the rich multicultural dimension of our communities by providing support for both children and parents in maintaining their own culture and in adjusting to the majority culture.

The twenty-one recommendations are listed below with ALSBO's revision in the second column. ALSBO's major concerns are:

. fine-tuning the wording for clarification of meaning (underlined),
. the funding implications (F),
. need for timetable to be attached (T.T.).

Draft Recommendation	Revised ALSBO Recommendation
1. That school boards ensure that principals and staff develop the knowledge, skills and strategies to increase the participation of parents as true partners in the education of their children through such activities as school/parent committees, professional development, co-operative parenting activities, etc.	1. That school boards <u>develop a process to enable</u> principals and staff <u>to acquire</u> the knowledge, skills and strategies to increase the participation of parents in the education of their children through such activities as school/parent committees, professional development, co-operative parenting activities, etc. * (T.T.) * (F)

Draft Recommendation	Revised ALSBO Recommendation
2. That school boards develop policies and programs to ensure more effective use of community resources to support the school and families in the education of young children.	2. That school boards develop policies and programs to make more effective use of community resources to support the school and families in the development of young children.
3. That the Ministry of Education and school boards review and adjust existing policies related to school closures and use of school space in order to facilitate support services for families and young children in neighbourhood schools, where possible.	3. That the Ministry of Education and school boards adjust existing policies related to school closures and use of school space in order to facilitate the provision of educational support services for families and young children in neighbourhood schools, where possible.
4. That the Ministry of Education in co-operation with the Ministry of Community and Social Services issue a resource document for school boards wishing to assist non-profit community groups in the establishment of daycare and other support services for families and young children in schools.	* (F)
5. That the Ministry of Education in co-operation with school boards develop criteria for the establishment and funding of extended and full-day kindergarten programs for four and five-year olds.	5. That the Ministry of Education in co-operation with school boards develop the educational criteria, resource requirements and financial requirements for the establishment and adequate funding of extended and full-day kindergarten programs for four and five-year olds for the use of school boards wishing to offer and funds such programs.
6. That the Ministry of Education require school boards over the next five years to provide universal access to junior kindergarten programs.	6. That the Ministry of Education require school boards over the next five years to provide universal access to junior kindergarten and kindergarten programs.
7. That attendance in junior kindergarten and kindergarten remain optional and that parents be informed of the optionality as well as be provided with a clear	

Draft Recommendation	Revised ALSBO Recommendation
understanding of the purposes, goals, expectations and programs in these early years.	
8. That the Ministry of Education provide assistance to school boards wishing to use vacant schools and classrooms to pilot parent resource/family centres and other co-operative non-profit educational support centres for the families, young children and communities they serve.	8. That the Government of Ontario provide assistance to school boards wishing to use vacant schools and classrooms to pilot parent resource/family centres and other co-operative non-profit educational support centres for the families, young children and communities they serve. * (F)
9. That the Ministry of Education recognize parenting programs offered by schools in response to community needs for funding purposes under the Continuing Education provisions, as is the case for other adult programs such as English as a Second Language, and Adult Basic Education (especially in needy communities) to enable parents to exercise more effectively their educational role.	
10. That the Ministry of Colleges and Universities, Teachers' Federations and school boards develop pre-service and in-service courses for principals and teachers to assist them in developing the knowledge and skills required to establish effective partnerships with families, parents and community workers.	10. (a) That school boards develop strategies, in-service opportunities for principals and staff to assist them in developing the knowledge and skills required to work co-operatively and effectively with families, parents and community workers.
	10. (b) That the Ministry of Colleges and Universities, teachers' federations and school boards develop content for preservice courses for teachers to assist them in developing the knowledge and skills required to work co-operatively and effectively with families, parents and community workers.
11. That principals of elementary schools establish in the organization of the school an integrated primary unit and ensure that planning strategies are in place to provide continuity in learning and development of all children from junior kindergarten to the end of the primary division.	11. That principals of elementary schools establish in the organization of the school an integrated and enriched primary unit and ensure that planning strategies are in place to provide continuity in learning and development of all children from junior kindergarten to the end of the primary division.

Draft Recommendation	Revised ALSBO Recommendation
12. That strong planning links be established with the Junior Division to ensure that the learning experiences provided build on the foundation developed in the Primary Division.	12. That strong planning links be established with the Junior Division to ensure that the curriculum and pedagogical methodologies and strategies provided build on the foundation developed in the Primary Division.
13. That the professional staff working with children in the unit hold Primary Specialist Qualifications and other related courses and training needed to meet the unique and special needs of the children served by the unit. In cases where staff members do not meet the specified qualifications, a training plan both individualized and unit-wide be developed and implemented.	13. That the teacher working with children in the unit hold recent Primary Specialist Qualifications which includes Early Childhood Education courses and other related courses and/or training needed to meet the unique and special needs of the children served by the unit. New: 13. (a) That by 1990, all new teachers entering the Primary Division hold recent Primary Specialist Qualifications including Early Childhood Education courses. 13. (b) That teachers presently teaching in the Primary Division be protected on the understanding that all teachers will obtain recent Primary Specialist Qualifications including Early Childhood Education courses by 1992. * (T.T.)
14. That the organization and staffing of the unit be flexible enough to accommodate the varying talents, needs and learning styles of children, parents and staff, e.g., grouping, scheduling, teacher/pupil ratios, differentiated staffing, etc.	

Draft Recommendation	Revised ALSBO Recommendation
15. That school boards ensure ongoing systematic in-service development that responds to the needs for the improvement of programs and the personal professional development of staff.	15. That school boards provide ongoing, systematic in-service that responds to the needs for the improvement of programs and the personal professional development of staff. * (F)
16. That the leader assigned to the unit be knowledgeable about the components of high quality programs and take responsibility for facilitating: team planning within the unit, professional development of staff, public awareness and understanding of purposes and benefits of programs for young children, development of partnership with home and community, the identification of educational needs of families of school-age children, provision of programs and services to meet these needs, regular assessment (at least annually) of the program by staff and parents to identify strengths and needs and to specify program goals for the year.	16. That the principal or person assigned as program leader to the unit be knowledgeable about the components of high quality programs and take responsibility for facilitating: team planning within the unit, professional development of staff, public awareness and understanding of purposes and benefits of programs for young children, development of co-operation with home and community, the identification of early and ongoing educational needs of families of school-age children, provision of programs and services to meet these needs, regular assessment (at least annually) of the program by staff and parents to identify strengths and needs and to specify program goals for the year. * (F)
17. That the Ministry of Education develop a curriculum policy statement which will state program expectations and goals for the integrated primary division, will describe a development continuum for all aspects of learning and will support the concept of play as a child's natural and legitimate way of learning.	

Draft Recommendation	Revised ALSBO Recommendation
18. That the Ministry of Education also provide support and resource guides to assist school boards and teachers to design environments and plan programs which include: a balance of activities (indoor/outdoor, individual, small/large group, child/staff initiated), developmentally appropriate materials, equipment and learning activities, effective and flexible use of time and space, strategies for adapting programs and environments to meet identified and changing needs of children, attention and accommodation to individual developmental levels and styles of learning, child/adult ratios to match the needs of young children and staff and to facilitate the accomplishment of the goals and expectations of integrated primary programs, effective ways of keeping parents informed and involved as observers and contributors to the program.	18. That the Ministry of Education also provide support and resources, human, material and financial to assist school boards and teachers to design environments and plan programs which include: a balance of activities (indoor/outdoor, individual, small/large group, child/staff initiated), developmentally appropriate materials, equipment and learning activities, effective and flexible use of time and space, strategies for adapting programs and environments to meet identified and changing needs of children, attention and accommodation to individual developmental levels and learning styles, child/adult ratios to match the needs of young children and staff and to facilitate the accomplishment of the goals and expectations of integrated primary programs, effective ways of keeping parents informed and involved as observers and contributors to the program.
19. That the Ministry of Education in co-operation with school boards develop child learning profiles which will identify talents and interests as well as needs of children and indicate actions to be taken regarding curriculum.	19. That the Ministry of Education in co-operation with school boards develop child learning profiles which will identify abilities, talents and interests as well as needs of children and indicate actions to be taken regarding curriculum.
20. That school boards develop policies to ensure that parents, teachers and children review these profiles regularly.	20. That school boards provide opportunities for parents and teachers to review these profiles at least once a year. * (T.T.)
21. That the Ministry of Education in co-operation with school boards, schools and professional organizations launch a public awareness campaign which will employ a variety of publicity and	21. That the Ministry of Education in co-operation with school boards, schools, Teachers' Federations and other professional organizations launch a public awareness

Draft Recommendation	Revised ALSBO Recommendation
educational methods to make all who deal with families and young children increasingly aware of the pedagogical objectives of education in the early formative years and how these objectives are best met.	campaign which will employ a variety of publicity and educational methods to make all who deal with families and young children aware of the objectives of schools in the early years and how these objectives are best met.
	New:
	22. That effective parenting courses form part of the core curriculum in Grades 7 and 8.
	*

Part Two: Government, School Boards and Community

This section is covered by seven more recommendations which are:

22. That the Ministry of Education release to school boards and the community at large a statement which indicates the direction which education in the Ontario school system will take over the next five to ten years for young children in the primary division; this statement will identify the components of high quality education.

23. That the Ministry of Education establish an Early Primary Education branch to strongly support and facilitate the implementation of the goals which it has articulated for the education of children in the primary years.

24. That the Ministry of Education appoint a team of enablers to work with school boards to develop a plan of action based on a needs assessment of current programs to implement the recommendations of the report.

24. That the Ministry of Education appoint a team of educators to work with school boards to develop a plan of action based on a needs assessment of current programs to implement the recommendations of the report.

Draft Recommendation	Revised ALSBO Recommendation
25. That the Ministry of Education initiate the establishment of a provincial, interministerial co-ordinating committee to facilitate continuity and sharing of resources and to ensure consistency in policies supporting families and young children.	25. That the Ministry of Education establish a provincial, interministerial co-ordinating committee to facilitate continuity and sharing of facilities, human resources and programs and to ensure consistency in policies supporting families and young children.
26. That the Ministry of Education establish pilot schools in representative areas across the province to determine the resources needed and also to develop an instrument to assess the quality of programs currently offered by school boards for children in the early primary years.	26. (a) That the school boards be encouraged to make proposals to the Ministry of Education for contracts for the establishment of pilot/model schools in their areas and that the Ministry of Education assist these boards to determine the resources needed, to develop an instrument to assess the quality and appropriateness of programs currently offered by that board for children in the early primary years. New: 26. (b) That the Ministry of Education publicize model programs in boards that are already offering high quality programs for children in the early primary years. * (F)
27. That the Ministry of Education provide guidelines and policies to school boards in areas such as curriculum, evaluation, teacher education, use of school space, school closures and financial support (general legislative grants and other related policies governing funding and capital expenditures).	

Draft Recommendation	Revised ALSBO Recommendation
28. That the Ministry of Education prepare an implementation plan which will describe roles and responsibilities of the Ministry, school boards and schools, timelines, priorities, resources strategies for the review and evaluation of programs.	28. That the Ministry of Education prepare an implementation plan which will describe roles and responsibilities of the Ministry, school boards and schools, classroom teachers, community agencies, timelines, priorities, resources and strategies for the review and evaluation of programs.

Part Three: Teacher Education and Certification

In this section, ALSBO notes some concerns:

- The effectiveness of the principals' source as a training ground for the type of leader we need is questionable and needs to be examined.
- ALSBO would like to see some type of probationary period for teachers prior to obtaining their specialist qualifications or an internship program before full responsibility for their own primary unit is assigned. These need to be negotiated with the Teachers' Federation.

Otherwise, they are in support of the recommendations.

Draft Recommendation	Revised ALSBO Recommendation
A. 1. That the present Primary/Junior pre-service program at teacher education institutions be reviewed, by each institution, to ensure there is a thorough understanding of the social, emotional and intellectual needs of kindergarten and primary-age children, including children with special needs and that a practicum be available in classes for four- and five-year-olds, and	A. 1. That the present Primary/Junior pre-service program at teacher education institutions be reviewed, by each institution, to ensure there is a thorough understanding of the social, emotional and intellectual and physical needs of kindergarten (including junior kindergarten) and primary-age children, including children with special needs and that a practicum be available in classes for four- and five-year-olds, and

Draft Recommendation	Revised ALSBO Recommendation
That an additional pre-service year for specialization in education of kindergarten and primary-age children be established.	That an additional pre-service year for specialization in education of kindergarten and primary-age children be established.
A. 2. That a new three-part additional qualification course leading to an Early Primary Education (EPE) Specialist with a practicum component be developed.	
A. 3. That the Ministry require, in order to be eligible for an EPE course leading to a specialist, that teachers hold a Primary Division entry on their Ontario Teacher Qualifications Record Card (OTQRC)	
A. 4. (a) That the Ministry require all certificated teachers employed in the Early Primary Education unit to hold Early Primary Education Qualifications or equivalent.	A. 4. (a) That the Ministry require all certificated teachers employed in the Early Primary Education unit to hold Early Primary Education Qualifications or equivalent. * (T.T.)
(b) That principals and supervisory officers with responsibility for the Early Primary Education unit be encouraged to hold Early Primary Education Qualifications.	
(c) That those teachers of Home Economics/Family Studies who have responsibility for the operation of programs involving early primary education aged children be required to hold Early Primary Education Qualifications or equivalent.	(c) That those teachers of Home Economics, Family Studies and French, both Core and Immersion programs, who have responsibility for the operation of programs with a student practicum involving early primary education aged children be

Draft Recommendation	Revised ALSBO Recommendation
	required to hold Early Primary Education Qualifications or equivalent by 1992. * (T.T.)
5. That holders of an OTC with Primary/Junior qualifications and a Ryerson Early Childhood Education degree, a diploma from the Intitute of Child Study, or equivalent, be considered by the Ministry for equivalent standing toward an Early Primary Education Specialist Qualification.	
6. That the Core Objectives for courses leading to Principals' Qualifications and pre-service and in-service education courses for teachers be revised to include the following additional core objectives which require that each candidate shall be knowledgeable: . about factors beyond the school environment that affect pupils learning within the school environment, . about the primary role of the family in educating its children and the powerful influence it has on the degree to which children derive satisfaction from learning as well as aspire to learn, . about ways to assist teachers and parents in developing a team approach for the mutual support and education of pupils - and to participate in that partnership, . about ways to identify and use services that are available through the school board, through local government and community agencies as well as through provincial agencies for assisting parents and teachers in their joint educational roles.	

Draft Recommendation	Revised ALSBO Recommendation
B. 1. That Early Childhood Education diploma programs should include an option for a school-based differentiated staffing model, with adequate focus on the four- and five-year old child, and That the option practicum be available in classes for four and five-year olds in an elementary school setting.	B. 1. That Early Childhood Education diploma programs include an option for a school-based model, with adequate focus on the four- and five-year-old child, and That the option practicum be available in classes for four- and five-year olds in an elementary school setting.
B. 2. That boards be required: (a) to establish a policy recommendation that persons other than the certificated teacher working in an Early Primary Education area hold an Early Childhood Education diploma; and (b) to request persons presently employed as teaching assistants without Early Childhood Education training to avail themselves of the courses available in part-time or summer programs at colleges in the province.	B. 2. That boards establish a hiring policy: (a) requiring persons other than certificated teachers working in an Early Primary Education area hold an Early Childhood Education diploma; and (b) requiring persons presently employed as teaching assistants without Early Childhood Education training to avail themselves of the courses available in part-time, evening or summer programs at colleges in the province by a deadline to be determined by the Board.
B. 3. That the Deputy Minister strike a committee of Presidents of Colleges and Universities which offer programs leading to an Early Childhood Education diploma or an Ontario Teachers' Certificate: (a) to examine the equivalency mechanisms for Early Childhood Education graduates wishing to complete their Bachelor's degree; and (b) that the Teacher Education section University Relations	

Draft Recommendation	Revised ALSBO Recommendation
branch, in co-operation with the Ontario Association of Deans of Education examine equivalency mechanisms for Ontario Teachers' Certificate applicants holding a Bachelor degree, and Early Childhood Education diploma and successful school-based practical experience.	
C. That specific formal mechanisms be established by the Ministry between the Teacher Education Section and an Early Primary Education project and/or an Early Primary Education Division if such a division is established.	C. That formal mechanisms for liaison be established by the Ministry between its Teacher Education Section and an Early Primary Education project and/or an Early Primary Education Division if such a division is to be established.
D. 1. That the Ministry of Education initiate the establishment of Early Primary Education education centres with a teacher-education component in selected areas of the province, and	
2. That the Teacher Education section have representation on the planning bodies co-ordinating the Early Primary Education Centres.	
	D. 3. New: That the goal be to use these (pilot/model) schools for pre-service and in-service training of teachers in Early Primary Education as well as practicum locations for Early Childhood Education students wishing to work in differentiated staffing situations in elementary schools.

REPORT OF THE

CONSOLIDATION POLICY COMMITTEE

Present: Mrs. R. Van Horne (Chairman);
Trustees Deans, Hicks, and Mulholland,
Mr. McWhinnie and Ms. Sellar.

Also
Present: Trustees Clarke, Detwiler and McMurrich.

Officials Present: Mr. A. J. Krever (Director of Education)
Mr. J. Penner (Deputy Business Administrator)
Mr. J. Forrester (Area Superintendent)

The Committee recommends:

PART II

1. That the following recommendations regarding the Accommodation Report and the Consolidation Policy be approved:

(a) That in the future, prior to the presentation of Accommodation Reports to the Board, the Director's Accommodation Committee approach the Community Services Branch of the Hamilton-Wentworth Regional Police Department for input and advice regarding student traffic safety.

(b) That administration personnel representatives on Review & Analysis Committees be resource people and that Trustees become full voting members if they so choose.

(c) That the following items from the report of the sub-committee of the Consolidation Policy Committee become part of the Board's present school closure policy:

That the following information be made available to Review & Analysis Committees:

(i) Operating cost of school considered for closure
(ii) Policy on busing
(iii) Classroom structure
(iv) Floor Plan - of school to be closed
of alternate schools
(v) Enrolment by grades
(vi) Map of area
(vii) Estimated numbers of children beyond one mile
(viii) Problems with physical plant
(ix) Activities in school after hours
(x) Bibliography of articles on school closures
(xi) Staffing formula
(xii) Copies of relevant policies.

(c) That the Hamilton Board of Education approach the Hamilton Real Estate Board to see if they would be interested in conducting a study on the effect of school closures on residential real estate values.

(d) That the Board of Education reconfirm the regulations as laid down in the Education Act under Section 183.

(e) That the members extend to Mrs. Ruth Van Horne their appreciation for the efficient and courteous manner in which the business of the committee has been conducted.

NOTE

The Consolidation Committee requested information regarding projected and actual savings from the Norwood Park, Princess Elizabeth and Ryckman's Corners School Closures. (see attached).

Respectfully submitted,

Mrs. Ruth Van Horne,

Chairman.

Committee Room,
1985 04 15.

NORWOOD PARK

ESTIMATED SAVINGS - 1984/1985

			Estimated Savings		Projected Savings
Salaries	-	Principal	$ 52,477		$ 43,392
	-	Librarian	$ 37,600		$ -
	-	Clerical	$ 17,994		$ 16,172
	-	Caretaker/Cleaner	$ 85,239		$ 74,135
Employee Benefits	-		$ 15,858		$ -
Utilities	-		$ 21,250		$ 12,028
Building Repair	-		$ 20,397		$ 27,849
Caretaking Supplies	-		$ 2,730		$ 2,600
Gross Savings			$253,545		$176,176
***Additional Expenditure**					
3 Buses			$ 61,050	1 bus	$ 20,000
Taxis			$ 7,770		
Lunchroom Supervisors			$ 9,018		
			$ 77,838		$ 20,000
Net Savings			$175,707		$156,176
Additional Grant			$ 41,292		$ 12,000
Rental Revenue			$ 37,080		

*We counted a maximum of 57 students eligible for transporation because they lived beyond a mile from the nearest school they could attend which would represent 1 bus. Many parents chose to send their children to a school beyond a mile when closer schools were available. Therefore, the additional cost of transportation.

PRINCESS ELIZABETH

ESTIMATED SAVINGS - 1984/1985

			Estimated Savings	Projected Savings
Salaries	-	Principal	-	$ 21,696
	-	Librarian	$ 9,400	$ -
	-	Clerical	$ 4,184	$ 8,990
	-	Caretaker/Cleaner	$ 39,797	$ 30,700
Employee Benefits	-		$ 5,455	$ 4,040
Utilities	-		$ 12,071	$ 11,300
Building Repairs	-		$ 9,335	$ 11,673
Caretaking Supplies	-		$ 1,268	$ 1,150
Gross Savings			$ 81,510	$ 89,554
Additional Transportation			$ 10,638	$ 18,315
Rental Revenue			$ 18,164	

RYCKMAN'S CORNERS

ESTIMATED SAVINGS - 1984/1985

			Estimated Savings	Projected Savings
Salaries	-	Principal	$ 26,238	$ 21,696
	-	Librarian	$ 18,800	$ -
	-	Clerical	$ 10,496	$ 8,304
	-	Caretaker/Cleaner	$ 37,535	$ 33,640
Employee Benefits	-		$ 7,281	$ 5,537
Utilities	-		$ 10,140	$ 6,870
Building Repairs	-		$ 10,865	$ 16,625
Caretaking Supplies	-		$ 1,155	$ 1,100
Gross Savings			$122,510	$ 93,772

Rental Revenue $ 6,562

There were no additional buses required because the majority of the students attending Ryckman's Corners School were being bused previously.

REPORT OF THE

MICROCOMPUTER ADVISORY COMMITTEE

Present: Mr. H. Allen (Chairman)
Trustees Di Ianni, McMurrich and Mulholland.

Also
Present: Trustees Bell, Clarke, Deans, Hicks, Kennedy and Van Horne.

Officials Present: Mr. A. J. Krever (Director of Education)
Mr. R. S. Cartmell (Secretary-Treasurer and Business Administrator)
Mr. L. Dixon (Manager - Computer Services)
Mr. P. Shewfelt (Manager - Accounting and Budget)
Mr. L. McLachlan (Area Superintendent)

The Committee recommends:

PART II

1. That the following recommendation of the Superintendent of Curriculum & Special Services regarding microcomputers be approved:

   (a) That the Board of Education proceed with the purchase of the following:

(see attached)

PART I

1. That the following recommendation of the Superintendent of Curriculum & Special Services regarding microcomputers be approved:

   (a) That the Board of Education proceed with the purchase of the following labs:

(see attached)

Respectfully submitted,

Mr. Herbert Allen,

Chairman.

Committee Room,
1985 05 21.

1985 06 04

To The Chairman and Members,
The Microcomputer Advisory Committee,
The Board of Education for the City of Hamilton.

Ladies and Gentlemen:

RE: ALLOCATION AND USE OF MICROCOMPUTERS

TO BE PURCHASED - 1985 BUDGET

At its March meeting, the Microcomputer Advisory Committee received a report on:

(a) allocation and utilization of existing hardware:

. elementary and
. secondary

(b) 1985 directions on:

. variety of machines
. in-service
. software
. staffing needs and

(c) charts indicating the 1985 system hardware requests

ALLOCATION OF HARDWARE - 1985 BUDGET

The multi-machine subject-specific implementation model introduced last year has proven to be effective and appropriate.

We will continue to order a variety of hardware. The trend across North America is to concentrate lower power, less sophisticated machines in the primary and junior divisions and the complex, high-powered equipment in intermediate and senior levels. At present, in our experience, the OAEM and IBM PC are about equal in terms of educational use, each having its own attractive features. APPLE is showing its special capabilities in the field of special education. The C-64 is very easy for primary and junior students to use; it has a wealth of available software and is most satisfactory for word-processing, - the most popular use in the junior school.

After considerable consultation with teachers, principals, supervisors and superintendents the following allocations, based on an approved hardware budget of $1,490,800 are planned:

../2

ITEMS	ELEMENTARY	# of micros		SECONDARY	# of micros	
C-64 or C-128	2 per jr. school @ $800 5 per middle, K-8 school @ $800	94 110	$75,200 88,000	2 per voc. school @ $800	12	$9,600
OAEM Labs	1 @ $73,920	15	73,920	3 @ $88,000 4 workstations (Vanier) @ $4,330	45 4	264,000 17,320
Apple C-64	Special Ed. @ $2,200 Special Ed. @ $800	14 6	30,800 4,800	Special Ed. @ $2,200	7	15,400
IBM Labs				3 @ $76,000 Purchase/Upgrade S.P.	45	228,000 50,000
Printers	117 @ $700 (estimate)		81,900	67 @ $700 (estimate)		46,900
Media/Guid./ Subj. Areas (Variety of Microcomputers)	to be determined by supervisors in consultation with principals and dept. heads.	43	38,000		75	155,000
Furniture/ Carts			7,000			3,000
Pilot Programs (Variety of Microcomputers)		50	45,000		15	30,000
Contingencies	Additional hardware and peripherals	20	25,000		10	20,000
Upgrade C-64's			4,000			8,000
Repairs			25,000			20,000
Ed. Centre/ Media/ Comp. St.			12,000			12,000
	Number of Microcomputers (approximate)	352		Number of Microcomputers (approximate)	213	

GRAND TOTAL 1,389,840 + 7% S.T. (97,289) = $1,487,129

../3

Notes:

1. I.B.M. is actively seeking approval from the Ministry for an adaptation of the I.B.M.-P.C. to be designated an O.A.E.M. for grant purposes. If approval is given soon enough, that action may somewhat affect our order in the various subject areas.

2. In the coming academic year we will be continuing a vigorous programme of staff in-service. At present our records show a total of 763 teachers having taken the 15-hour awareness course and 193 having completed one of our advanced courses.

3. Software is being carefully monitored. We have two modes of operation: a list entitled 'Board Supplied Software' containing the names of appropriate software packages that are supplied to schools from central office; and an ever-growing list of 'Board Approved Software' which has been screened by subject supervisors and deemed to be sufficiently congruent with the curriculum to be included. Schools may order from the latter to the extent their budget allocation will allow. 20 software packages for the ICON have now been received by this Board.

4. We will continue a vigorous computer literacy program in the junior schools in the coming academic year.

Summary:

The exciting possibilities of the microcomputer in education are now beginning to be realized. Our ability to supply hardware is ensuring that our students will acquire the necessary computer skills.

It is respectfully recommended:

That this report be received for information.

Prepared and Submitted by: C. G. W. McKague, Superintendent, Curriculum and Special Services

Approved by: A. J. Krever, Director of Education

REPORT OF THE

SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Mrs. M. Baskin (Chairman);
Mesdames Bishop, Masters, Rudderham, Stevens and Tilbury; Messrs. Byron and Desmarais; Drs. Brennan and Newberry.

Also Present: Mrs. L. Scott, Principal
Mr. R. Carle, Principal and President, H.P.A.

Officials Present: Mr. P. Beveridge (Associate Superintendent of Curriculum & Special Services),
Mr. R. Adams (Supervisor, Special Education),
Mrs. E. Pease (Administrative Assistant to the Director),
Mr. A. J. Molineux (Assistant to the Business Administrator).

The Committee recommends:

PART II

a) That in elementary schools where severely handicapped children are required to bring hot lunches, there be facilities to refrigerate and heat the food prior to the lunch hour.

Respectfully submitted,

Mrs. M. Baskin,
Chairman.

1985 05 29.

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1985 05 30.

To The Chairman and Members,
Education Management Committee,
Board of Education,
Box 558,
Hamilton, Ontario.

Ladies and Gentlemen:

PART I

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Mrs. Celia Borges, 1985 04 15 tofurther notice

Mrs. Mary Louise Kestell, 1985 04 15 to further notice

Mrs. Patricia Ormerod, 1985 04 15 to further notice

Mrs. Brenda Wisborg, 1985 03 18 to further notice

(b) That Mrs. Bonnie Quinn be returned from Leave of Absence and assigned teaching duties, effective 1985 05 01.

(c) That the Maternal Leave of Absence granted to Mrs. Lorraine Baatz at the February Meeting be changed to become effective 1985 04 03 (p.m.) to 1985 08 27.

(d) The the request of Mrs. Mary Hamilton for an extension of her Leave of Absence, approved at the May Meeting, be changed to become effective 1985 09 01 to 1986 01 31.

(e) That the request of Mrs. Anne Brown for an extension of her Leave of Absence for Personal Reasons, effective 1985 09 01 to 1986 08 31, be granted.

(f) That the request of Mr. Malcolm Buchanan for an extension of his Leave of Absence, effective 1985 09 01 to 1986 08 31, in order to carry out his duties as Past President of O.S.S.T.F., be granted.

(g) That the request of Mr. Dean Watson for an extension of his Leave of Absence, effective 1985 09 01 to 1986 08 31 (4/6 time), in order to carry out his duties as Vice-President, O.S.S.T.F., District 8, be approved.

(h) That the resignation of Mrs. Josephine Aduckiewicz, who is retiring on superannuation, effective 1985 06 30, be accepted with regret, and that she be considered for gratuity in accordance with the Board's plan.

(i) That the resignation of Mrs. Marie Sebek-Demers, effective 1985 08 31, be accepted with regret.

(j) That the request of Mrs. Jean Campbell for a Resease from Contract, effective 1985 05 31, be granted.

(k) That the following trip be approved:

(i) Delta Secondary School, Grades 9-13, Darien Lake, New York, 1985 06 19, 20, 21 (Wednesday to Friday)

Superintendent of Curriculum & Special Services

(a) That one secondary school principal attend the "AFIDES Conference" to be held at Paris, France and Bruxelles, Belgium, Saturday, 1985 11 09 to Sunday, 1985 11 17, at no cost to the Board.

(i) That the resignation of Mrs. Marie Gabek-Demers, effective 1985 06 21, be accepted with regret;

(j) That the request of Mrs. Jean Campbell for a Release from Contract, effective 1985 05 31, be granted.

(k) That the following trip be approved:

(i) Delta Secondary School, Grades 9-13, Darien Lake, New York; 1985 06 19, 20, 21 (Wednesday to Friday)

Superintendent of Curriculum & Special Services

(a) That one secondary school principal attend the "AFIDES Conference" to be held at Paris, Franeand Bruxelles, Belgium, Saturday, 1985 11 09 to Sunday, 1985 11 17, at no cost to the Board.

INDUSTRY-EDUCATION COUNCIL/HAMILTON-WENTWORTH
P.O. Box 745, Station "A", Hamilton, Ontario L8N 3M8 (416) 529-4483

SPONSORS

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- Hamilton Motor Products
- Hamilton Automobile Club
- National Slag Limited
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- Sandra G. McLeod, C.A.
- Hamilton & District Chartered Accountants Association
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- The Coppley, Noyes & Randall Ltd.

• Founding Organizations

ENC 1

May 8, 1985

RECEIVED
AT B. OF E.
MAY 13 1985
ANS'D

Mr. Arnold Krever, Director
Hamilton Board of Education
100 Main Street West
Hamilton, Ontario
L8N 3L1

Dear Mr. Krever:

On May 2, we held our fourth annual Student Marketing Conference at Mohawk College. As you know, this is one of several projects that the Industry-Education Council has initiated for the benefit of our Region's students and educators. Over 225 local students and Marketing teachers were in attendance.

Would you please inform your Board that Tim Richard, a student from Sherwood, was the winner of the "Marketer of the Year" award. This award took the form of a beautiful plaque designed by R. T. Kelley Inc. and donated by Union Gas, and a cheque for $100 donated by the Advertising and Sales Club of Hamilton. The runner-up, Christine Cnossen from Westdale, also received a plaque from Union Gas.

I appreciate your continued interest in and support of Council activities.

Respectfully,

Bob

Bob Philip
Executive Director

BP:rb

cc--Mr. Murray Barnes, Marketing Instructor, Westdale Secondary
--Mr. Craig Moore, Marketing Instructor, Sherwood Secondary

100 Main Street West
Hamilton, Ontario
1985 06 04

To the Chairman and Members,
Education Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Request for a Section 16 Educational Program at the Hamilton-Wentworth Detention Centre

As a result of recent changes in provincial legislation and royal assent being given to the Young Offenders Act, we will now have two Ministries which will service young offenders in Ontario --

. Ministry of Community & Social Services (12 to 15 years old)
. Ministry of Corrections (16 and 17 year olds)

Currently, our Special Services are providing Section 16 educational programs at the Arrell Observation and Detention Home and the Dawn Patrol Group Home for young offenders in the 12-15 age range.

We have recently been requested jointly by the Ministry of Education and the Ministry of Corrections to provide an educational program for young offenders who will be detained at the Hamilton/Wentworth Detention Centre in a separate area from other adult offenders.

Such a program will require Ministry of Education written approval (Section 16) and specific funding which will include the following:

. 100% of the teacher's salary and related employee benefits
. up to $3,300 per class for furniture and equipment
. up to $1,900 per teacher in respect of the expenditure of the Board for administrative, consultative and supervisory services ... and for the purchase of supplies

It is anticipated that up to 40 young people will be incarcerated at the Detention Centre many of whom will likely require some schooling. Their numbers are expected to increase gradually but since this Detention Centre services the Hamilton area and the Niagara Peninsula, it is expected that we may well have significant numbers of young adults in this program in the not too distant future.

Recommendations:

That, subject to sufficient enrolment and Ministry of Education funding, the Hamilton Board initiate, under Section 16 of the General Legislative Grants, an educational program at the Hamilton-Wentworth Detention Centre.

That administration be authorized to add staff as necessary, subject to sufficient enrolment and Ministry of Education continued funding.

Submitted by:
Peter S. Beveridge
Associate Superintendent of
Curriculum and Special Services

Approved by:
A. J. Krever
Director of Education

REPORT OF THE

FRENCH LANGUAGE ADVISORY COMMITTEE

Present: Mr. H. Paquin (Chairman);
Trustees Varrasso, Vine and Mulholland; Mrs. Barker;
Miss Lapointe; Messrs. Desmarais and Lord.

Also Present: Trustee Van Horne.
Mr. R. Davidson, Supervisory Officer, Ministry of Education.

Officials Present: Mr. J. Penner (Deputy Business Administrator),
Mr. R. Kennedy (Area Superintendent),

The Committee recommends:

PART I

(a) That the French Language Advisory Committee supports the recommendation that the nuclear Identification, Placement and Review Committee of L'Ecole Secondaire Georges P. Vanier be composed of the following: The Principal, The Head of Guidance and The Learning Resource Teacher.

Respectfully submitted,

Mr. H. Paquin,
Chairman.

Committee Room,
1985 05 15.

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